

Arab world to set up an open university

Plans for a Palestinian open university are about to be put into action. Already £10m has been set aside by the Arab world and UNESCO is playing a major part in planning the venture. The aim is to foster Palestinian unity and provide trained personnel. Hilary Wilce reports

PLO see move as boost to unity

A Palestinian open university is to be set up in the Middle East. Plans are due to be approved at an Arab summit meeting in November. The Palestinian Liberation Organisation wants the planned university as an urgently needed means of promoting national identity and unity among the widespread four million Palestinian population. Many Palestinians are second-generation residents in countries such as Kuwait and Syria, and are becoming absorbed into these countries' culture; in addition students who leave to study in the West often fail to return.

Development. The final feasibility study—produced by representatives of UNESCO, the Arab Fund and the PLO—is to be signed by Mr Amadou Mahtar M'bow, the director-general of Unesco, at the end of the month. The headquarters of the planned university has yet to be decided, but will almost certainly be Beirut, which has good media and educational facilities. A network of study centres is planned in areas with big concentrations of Palestinians, such as Jordan, Syria and the occupied territories of Gaza and the West Bank.

The PLO claims that many young Palestinians, particularly in the occupied territories, are prevented from going to university, or unable to take the subjects of their choice. Although 42 per cent of Palestinians live in the occupied territories, only 8 per cent of the 10,000 Palestinian students attend university there. Another 30,000 Palestinians who

are thought to be eligible for university have no access to higher education and this figure is likely to grow rapidly. Half the Palestinian population is under 15. The planned university will be designed to meet Palestinian technical manpower needs, particularly in the fields of management, medicine and construction. Four-year degree courses, split into two two-year cycles, are likely to be offered. Audio and video cassettes will be a major means of tuition, as national broadcasting networks in the Middle East are not generally suitable for educational programmes. Unesco's Mr M'bow has given strong personal backing to the project. With his term of office now running out, big-scale and dramatic projects such as this one are thought likely to be successful, to be helpful in his campaign for re-election.



Children were turned away from a comprehensive school in Hertfordshire on the first day of term this week even though there were empty desks in classrooms. Their parents later occupied divisional education offices in protest. The parents of 19 children claimed there was enough room at the Queen's School, Bushey, to allow the youngsters to enrol and that one of the classes had 17 empty desks. They had selected the school as their first choice but had been told to send their children elsewhere. They are appealing against Hertfordshire County Council's decision to Mr Mark Carlisle, the Education Secretary. The head, Mr Stanley Bunnell, is on the parents' side but has been ordered to restrict numbers. Some of the children arrived in new uniforms. The parents have been promised talks with the education committee chairman, Mr Frank Cogan, next week. Lisa Collins (left) was accepted; but Karen Wisa (right) was turned away.

TUC six point plan to fight education cuts

by Richard Garner

The TUC this week threw its weight behind a campaign to fight the cuts in education spending. It was a "dangerous and short-sighted" social and economic policy which made the education and training of children and young people the foremost victim of monetarist measures, delegates decided.

During the education debate at this week's annual congress at Brighton, attention focused on two key issues—restoring the cuts in the school meals services and educating adults for the greater leisure time that lies ahead.

A six-point plan of action was passed, namely, by delegates although one union, the National Association of Schoolmasters/Union of Women Teachers, the second biggest teaching union, abstained from voting.

The plan included a call for sufficient investment in education to provide equal educational opportunities, a commitment to a nation-wide comprehensive schooling system, leaving the final say in the curriculum in the hands of the teaching profession and a greater emphasis on post-16-year-old education.

Mr Clive Jenkins, general secretary of ASTMS and chairman of the TUC's education committee, said that Mr Mark Carlisle, the education secretary, should be impeached for presiding over cuts which had "hampered the education service". He had created a "concrete black hole" and filled it with our children's future, he said.

Moving the motion calling for an end to the cuts, Mr Peter Sedgwick, president of the National Association of Teachers, said: "What is happening to the education service is that what is being sold to the country is not the best of the system. And the seriousness of the situation is that the selling society is being sold to the Government and the people are being sold by many educators."

A teachers' union has taken out an insurance policy on all its members to compensate them if they are attacked by pupils or parents.

Under the deal, teachers will be entitled to £35 a week if they are laid off work for more than seven days after an assault at school or college.

The agreement has been negotiated between the 80,000-strong Association of Teachers and the Commercial Union Assurance company. It comes into force from the beginning of this term and is believed to be unique. Already the Secondary Heads Association and the National Association of Head Teachers have said they will see if it would benefit their members.

Originally the union had intended to insure its members only against assaults by pupils and was told this would cost 3p a head a year. Eventually, it has taken out cover against any assault for 4p a head. The money will be found from union subscriptions, and compensation will be paid for a maximum of four weeks.

Mr Geoffrey Beynon, AMMA's joint general secretary, said: "It should be 'only to suggest' that assaults on teachers are increasing

but none the less they are an occupational risk in some of today's schools.

Really serious assaults are fortunately rare but none the less we feel that teachers deserve the assurance that if, because of injury, they are absent from school for some time, insurance cover exists to help them meet the sort of unforeseen expenses they have to meet.

"We have taken this initiative because we wished to give tangible expression to our support for members who suffer physical injury in this unpleasant and distressing way."

Both the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, the two biggest teachers' unions, said they felt their members were adequately covered by existing insurance arrangements which covered personal accidents—although neither had a specific "assault cover plan". In addition, both said they frequently pursued claims for damages through the Criminal Injuries Compensation Board.

Mr Nigel de Gruchy, Assistant Secretary of the NAS/UNT, said: "This seems to me a superfluous scheme. We've taken action against disruptive pupils and refused to teach them. If a teacher does get backed, what he really needs is the child to be excluded from the school. This policy is the coward's way out."

The National Union of Teachers argued that financial aid could best be obtained through the Criminal Injuries Compensation Board and cited "one recent case where a teacher was forced to wear a neck collar after an assault by a pupil. The Board had awarded compensation of £1,500. The union said it makes about sixty claims a year on behalf of teachers."

Mr David Hart, general secretary of the NART, said: "If a member was away ill after an assault, he would be covered with full pay for equity. A considerable portion of the money would be the cream on top of the cake—not compensation for loss of earnings."



This week

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The TES

We very much regret that owing to industrial action by the National Union of Journalists, *The Times Educational Supplement* was not published last week.

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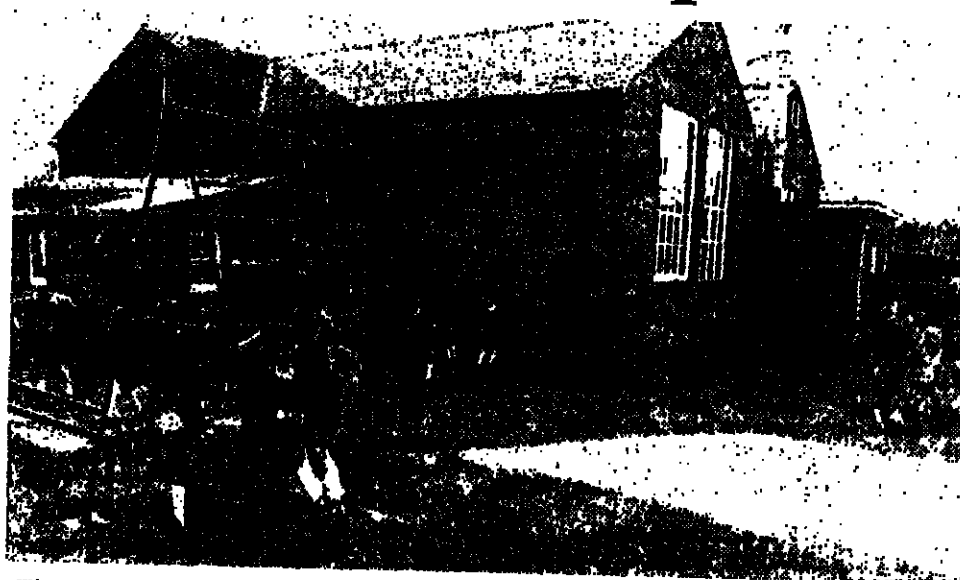
Special Life

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Platform

Nick Peacey applies the 'small is beautiful' principles to schools

One small step . . .



The traditional small unit: a country school.

The mini-school concept recently received a boost in the columns of the TES. Perhaps we are set to see rapid expansion in the numbers of schools which shed themselves into several little ones while retaining the outward appearance of a single large institution. Enthusiasm for change of this kind is certainly growing if the mood of the recent PRISE conference is anything to go by.

Changing a large institution's structure is not easy. It demands thought and careful consultation. Significantly, most mini-school complexes working anywhere in the world are in new buildings with new staff and teachers actually given time away from teaching to think together for longer than a weekend. In less ideal situations the struggles to arrive at satisfactory ways of working have been protracted and frequently self-defeating for the participants.

The trouble is that for schools at least this sort of restructuring is very new. There are few examples to draw on and those there are not necessarily written up. School structural change tends to be a bit like blind flying: slow progress involving jumps, prayers and many buffers from unforeseen forces. At the end of all this you do not always reach the right destination.

But others have in fact travelled the same course, though not in an educational context. Experimentation involving structural change has been researched for years by industry, for example, and provided we always bear in mind the differences between industrial contexts and our own we have a mass of potentially helpful material to look at. Many will know of the work of Fritz Schumacher, who wrote "Small is Beautiful". What is less well known is that Christian Schumacher, Fritz's son, is a pioneer of thought about institutions and their structures in his own further largely within nationalised industries, has now reached the stage where he feels able to elaborate certain structural principles which should be observed if an institution—any institution—is to run satisfactorily. These principles are set out in detail in a pamphlet given as the 1977 Ernest Ruder Common Ownership lecture (available from the Scott Bader Commonwealth Ltd, Woolston, Wellingborough, Northants NN9 7RL).

I have been working with Christian Schumacher for a year or so on the application of these principles to schools. Obviously in a brief article one can only summarise the most important of the given principles involved.

Scale makes a convenient starting point. Britain, you will be surprised to learn, has a larger proportion of large plants in its manufacturing sector than any other major industrialised country. Pretty unsuccessful and miserable places they are too often, as research and report confirm.

Readers will remember the massive number of teachers who opted for small schools in a recent TES survey; we too find the economies of scale hard to see for the people.

But we must beware of being over simplistic. For its different purposes man needs many different structures, both small ones and large ones, some exclusive and some comprehensive. Yet people find it most difficult to hold two seemingly opposite necessities of truth in their minds as the same truth. They tend to clamour for a final solution, as if in actual life this could ever be a final solution other than death. (Small is Beautiful).

Big is Beautiful, for example, in matters of legal procedure. We expect similar legal procedures whether we are being tried in Cornwall or Cumbria, and expect them to be centrally laid down. There do exist genuine economies of scale. Chris Schumacher cites the example of an oven. It is a fact that if you double the size of an oven you only increase the cost of building it by 60 per cent.

Also you use less fuel per unit of output than you would have done with your original half-size oven. Double the size again and you get more savings in fuel and capital costs. And so on.

The benefits are environmental as well as economic. The problems of pollution control are much simplified if you have one big oven rather than a collection of little ones to deal with. So size is not necessarily a bad thing. What we need to be able to do is to distinguish between a good and a bad structure.

At the heart of the Schumacher technique for distinguishing between a good and bad structure lies the notion of the mismatch. Mismatch, processes and tasks must be performed as a unit, by a single team of workers. Those tasks are identifiable by study of the structure of an institution or factory. Schumacher calls these "whole tasks". One workgroup should perform one "whole task", otherwise there is a mismatch.

There are many cases in industry and in educational institutions in which workgroups do not perform "whole tasks"—to their great disadvantage. Sometimes coherent tasks tend to be performed by different groups of workers. In the factory, for example, where one group with one supervisor was responsible for feeding half-finished glass at one end of a machine and

another group with another supervisor was responsible for taking the finished product out at the other end.

This must have sounded like sense to some manager once—after all the work at each end required different skills from the operators. Yet stuck in their group structures at each end of the machine, they were each powerless to control it. They had lost their autonomy. They could not change anything without prior agreement with each other. Also, since they were in separate parts of the organisation, communications between the groups were inevitably poor and ineffectiveness crept in.

As far as education is concerned, suppose we provisionally define the primary whole task of teachers in a school as helping the young to social maturity. In this process the learning of academic skills has its part to play. But the rigid divisions that have sprung up in some schools between the pastoral (caring?) staff and the academic (teaching?) staff are clearly in defiance of this principle. It is significant that in changing to a mini-school structure that problem that has recurred more than any other—if we leave aside that of the physical design of the buildings—has been drawing people back from that great divide between the pastoral and the academic.

We now have to consider the size of the group working on a particular "primary task". Christian Schumacher claims that the best size for one of these workgroups is between four and 20 people.

"Studies of the effect of workgroup size on indicators of performance and satisfaction, such as individual and group productivity, speed of decision-making, participation, mutual help, friendship, problem solving, flexibility of working and ability to achieve

consensus about 20 people (and for most of the above indicators, above 12 people) performance and satisfaction fall off significantly whether the group is an industrial group, a class of schoolchildren or a platoon of soldiers."

From schools' point of view this principle is important on two levels. First, of course, we might regard it as a guide to class size; but we can also regard it as a guide to the number of teachers etc. who can work together as a group. The principle does not necessitate that a school should never be bigger than 20 x 400 teachers and pupils.

What it does mean is that if a school goes above 400—or ideally above 144?—it should be split into small groupings. These smaller groupings can then take advantage of the advantages in resources that extra size gives an institution while maintaining the personal contact of the smaller unit.

From here we can proceed to the central principle that each of these smaller units should as far as possible be responsible for planning its own work. Industrially, decisions should be taken at the point of production unless it can be proven that they should be centralized. A large centralized institution all too often leaves its members feeling powerless.

Similarly, those who have worked in small schools will know that one of their great joys is flexibility. Larger schools may need a central team to help with administration and decision-making, but many decisions now taken clumsily and centrally can be evolved. Mini-school teams could expect to do their own detailed timetabling, for example.

(Of equal importance is the chance that the smaller unit structure offers those wanting to bring the students in on decision-making. This vital preparation for life is almost inevitably overlooked or found impossible in the centralized large school.)

From this principle it follows that primary workgroups should be given the means to evaluate their own performances. In schools the clearest need is for time and often help to sort out what standards (of all types) people are seeking to achieve and to compare results with these standards.

The point of all this, of course, is not that these principles are laws like those of chemistry. Apart from the fact that there are other dimensions than the structural to be considered, we are adaptable creatures and will flourish the predictions of anyone who ties us down that tight.

What we can say is that the more of the principles you break in creating your school the less likely it is to succeed. Throughout this article I have used the mini-school concept as an example, but the principles are equally applicable to any educational institution.

I have not had space to discuss all the seven principles, nor to go at all fully into their important implications. But at a time when the Branka report is encouraging amalgamation schemes and falling rolls keep on falling it seems desperately important that some organisation should prevail within any new groupings. I hope I have said enough to demonstrate the possibilities for education in the future.

Anyone who is interested in following up these ideas, possibly relating to their own school, please contact me through the TES.

NEWS

Four sets of exam boards for 16-plus

by Bob Doe

The Department of Education has decided in favour of four groups of exam boards in England for the new 16-plus exam rather than three as some GCE boards preferred.

After hearing the various boards' views on how best to administer the new examination, approved by the Government in February this year, the Department recently told the boards a four group solution had the most support, and that there was no overwhelming objection to it.

Though no hard and fast boundaries have yet been drawn up the four groups are expected to cover the North, the Midlands, London and Southern England and from Sussex to Cornwall. They would coincide more or less with the present CSE boards and GCE boards whose offices fall within those areas.

There are exceptions to this to ensure that local authorities are not excluded in the most logical or convenient groups. Exam group boundaries will be contiguous with local authority boundaries.

Kent is expected to leave the South Eastern CSE board to join with the London group. The East Anglian board is likely to be split between the London and Midlands groups and Oxfordshire is likely to leave the Southern board for the Midlands group.

A three group solution was favoured by the COSCEC group of Cambridge, Oxford and Southern Universities GCE boards. They wanted fewer but bigger groups to make examining more economical.

The economy of scale argument was difficult to sustain, given that one group that was a foregone conclusion, the Welsh board, is smaller than any other even under a four group solution.

No one can be sure how balanced in size the four groups will turn out to be, however, and the Midlands group that Oxford and Cambridge are expected to work in may still attract more than its strict share of the entries.

Schools will still have freedom of choice between boards and it remains to be seen how far they

will switch to their area groups and how far schools retain allegiances to traditional exam boards. The three board solution would also have involved a difficult rapprochement between the Associated Examining and the London University CSE Boards who would have been required to work in the same group.

The DES has also let it be known they expect the Schools Council and HM Inspectorate to be involved in discussions about the "national criteria" boards were asked to draw up for the new exam.

Some GCE board chiefs were known to be keen to exclude them from the planning stages on the excuse that the Secretary of State had suggested that he would be consulting them later about any proposals.

This will no doubt be good news to Mr Peter Dines, the Schools Council's new chief examinations officer who took up his appointment this week. His job will include coordination of the Council's work on the new 16 plus.

Delicate negotiations are beginning to take place on these "criteria" between the various boards. They are particularly difficult as boards' hitherto on opposite sides of the GCE/CSE divide have to get together to work out joint approaches for their groups in the future group talks.

Just how the national criteria will be worked out is not yet certain. It is suggested that there will have to be working parties for each major subject as well as discussion of certain non-subject specific criteria such as what each grade might represent in general terms or even what constitutes an acceptable subject.

Whether or not these discussions are under way by the end of this year is seen as a mark of whether progress on the 16 plus is well up to the kind of schedule laid down in the Waddell Report.

Five years were thought to be reasonable for developing and distributing new syllabuses and teaching the first batch of 16 plus examinees which would mean the first exam in 1986.

Uniform code seen as discrimination

Discrimination against girls through school uniform regulations is widespread, according to an article in Where, the magazine of the Advisory Centre for Education.

The writer of the piece, Mr Peter Newell of ACE, says that the most cited example is the refusal of many secondary schools to allow girls to wear trousers.

"Dozens of parents have complained to the Equal Opportunities Commission over this but with little success. . . Presumably the EOC's timidity over taking on a case of discrimination is because it would bring the Sex Discrimination Act into direct conflict with the head's authority."

The article adds that it is "disturbing" to find that some schools argue in favour of uniforms in order to instil a set of values on children.

One school is quoted as telling children: "By wearing uniform you will look smart. This will enable you to feel pleased with your appearance and make you feel that you belong to our school."

The Equal Opportunities Commission said this week that they had dealt with seven cases during 1979 of complaints from parents about girls being told they could not wear trousers and one in 1980.

In half the cases, the schools insisted upon uniforms and therefore in law there was no discrimination as they insisted on certain dress standards for boys as well as girls. In the other cases as well, there were occasions where schools said "wear what you like but certain standards must apply."

"There is normally some kind of dress standard applied which makes it well-nigh impossible to prove discrimination," an official said. "We are concerned where punitive action is taken against an individual. We think that is going over the top."

Written off—then gained four O levels

Schoolboy Nicholas Lucy has passed four CSE O levels—without writing a word.

He broke his right wrist in an accident six long days before the exams and thought he had lost his O level chances. But Nottingham High School arranged for him to dictate all his answers to an adjudicator at home.

He had to give up four subjects out of the remaining five, failed only one, and gained four O levels.

It involved calculations which he found difficult to do with his left hand, said 16-year-old Nicholas of Charlotte Drive, Wollaton, Nottingham.

He took the English language exam just half an hour after leaving hospital with his wrist in plaster.



The picture which stirred the compassion of the Kenyan children.

'We can't watch these children die'

Twenty-eight children from a school in Nairobi have started a world-wide campaign to ease the plight of the starving millions in Uganda.

They are writing to leading newspapers throughout the world appealing for funds. We reprint their letter in its entirety.

June 25, 1980

Dear Editor,

This is a letter to ask for help. I was greatly moved to read in The Standard newspaper, Nairobi, Kenya, on June 16, 1980, with the enclosed terrible photograph of the starving children in Uganda. The headline stated "Doomed to die" and on reading the article I was very shocked that children like myself could be in such a state of starvation. So I am writing to your esteemed newspaper and others round the world, to try to make people more aware of the nightmare for the children of Northern Uganda.

The children in my class feel the same way, so we agreed to do something to help. Rather than watch them die, and throw down the news paper and say "poor things". We

have already decided to hold a jumble sale and to hold other fund raising events in our school.

I cannot help on my own, but if readers of the letter could send a donation to East African Emergency Appeal Fund, PO Box 999, London EC2P 2BX, and mark the contribution St. Austin's Academy, then we will be able to see how far our cry for help has reached. We will publish another letter in about three

months' time with results of our appeal. We should all feel guilty if we sit and do nothing.

Yours sincerely,
Samininder Kalsey, aged 10,
a very worried, well fed and very concerned student of
St. Austin's Academy,
Ngoto Road,
Lavington,
Nairobi.

And 27 other signatures.

ST. AUSTIN'S ACADEMY
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Nairobi
Telephone 481818
Nairobi
F.O. Box 999
Nairobi
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Graduate rush for teacher training places

by Bert Lodge

Applications from graduates to start teacher training next month are still pouring in at the rate of 250 a week.

Up to this week 16,000 applications have been received compared with 15,000 last year. The number of science graduates opting for teaching is up from 2,303 last year to 2,723 and for maths up from 1,000 to 1,230.

Miss Beryl Sowerbutts, director of the Central Clearing House and Graduate Teacher Training Registry, said they were also receiving many inquiries from students wanting to start BEd courses in October. Applications were nevertheless 27.7 per cent down compared with this time last year, mainly the result of passes in O level English and maths being obligatory from this year for admission to a BEd course.

The decline in applications to BEd science courses is even steeper but this is balanced not only by the increase in BSc holders keen to do a postgraduate certificate in education but also by the response to the Government's appeal to mature people with maths and science qualifications to take the crash one-year teacher training course. This was begun in 1977 to try to combat the shortage of teachers in these subjects.

This year more than 700 graduates aged 28 or over applied compared with 480 last year. The success of the scheme to start next month took up the entire sum of £3.6 million budgeted for this year, leaving about 60 candidates still unprovided for.

They were saved however when Dr Rhodes Boyson, junior education minister, announced last week that he had succeeded in finding within the DES another £350,000 to finance their training.

Miss Sowerbutts said this week that she regretted the reluctance of the DES to make available more shortened BEd courses for mature candidates without degrees but with career qualifications as Higher National Diplomas.

Up to this summer as part of the Government's crash retraining programme a one-year non-graduate certificate in education course had been available to them in maths and sciences but this had stopped.

Union bid to meet Prior over jobless

Leaders of the National Union of Teachers are seeking an urgent meeting with Mr James Prior, the Employment Secretary, to discuss ways of alleviating unemployment among school leavers.

As last week's unemployment figures showed an increase of 78,000 school leavers still out of work, compared with the previous year, the NUT is demanding that extra measures should be available immediately for the Government's Youth Opportunities Programme.

The move to seek a meeting with Mr Prior was unanimously agreed by the union's executive at the weekend during which union leaders passed a motion expressing concern at the high level of youth unemployment.

Teachers' leaders are particularly anxious that youngsters with special scientific, technical, mathematical or linguistic skills should not waste them and should be provided with school or college-based work opportunities schemes if they cannot find a job.

Mr Fred Jarvis, the union's general secretary, said: "Teachers want to see their pupils going off into rewarding careers." He added that the Government should "do something quickly to remedy the situation."

NEWS

Council blocks parents' bid to aid schools

Labour-controlled Barnsley education committee has banned schools from using money raised by parents to buy textbooks.

The committee agreed to a resolution from Barnsley District Trades Union Council opposing the use of funds raised by parents to provide basic essential "Luxury" items such as camping equipment, minibuses and television sets.

The trades council argued that using such money for necessities would reduce the Government's policy of reducing education expenditure.

Mr Jack Brown, the local TUC member for the education committee, said the resolution had been passed because a bookmaker in the area had suggested using money raised by parents for textbooks.

Parent/Teacher Association proposes a rules change

Absent governors would be dismissed

by Richard Garner

School governors should be dismissed and become ineligible for re-election if they fail to attend three consecutive meetings and have no adequate explanation, according to the National Confederation of Parent/Teacher Associations.

The call is made in a paper submitted to the Department of Education at a time when it is looking at how schools will be run in future.

In the paper, submitted as the DES prepares new regulations for school governors and parents on school governing bodies, the confederation says: "We are conscious that a minority of governors do not appear for not attending meetings. In our opinion, we cannot afford the luxury of absent governors, no matter how worthy they may be through past political or other public service."

The paper says that parents should serve out their full term of office, even if their last child has left the school towards the end of it. Teachers, however, should resign the moment their employment with the school ceases. In the case of head teachers, the confederation says it hopes the majority will become members of their school's governing body. The DES is hoping to publish its new regulations before the end of the year, although no date for them to come into force has yet been fixed.

This week, too, the National Confederation has urged schools or local education authorities to allow parents to see their children's school records after the discussion paper issued by the DES outlined suggestions for what information schools should publish about themselves.

Mr Jeremy Mitchell, the confederation's director, said: "The NUT would like these records to be made available to parents on inspection as appropriate but at the very least

we would expect authorities or schools to make known their policy on this issue."

Under the 1980 Education Act, local authorities and schools will soon have to publish information about schools—probably from September 1982. The DES has suggested topics of policy on corporal punishment, examination results, secondary schools and policy on school uniforms.

Also, to help families check school contacts and events and inform them of their rights, the Advisory Centre for Education has published an "eight-page" school check card to coincide with the start of the new term.

The card includes sections on meeting the teachers, information about the school, and what the school should provide.

Questions parents could ask to discover sex or race discrimination in the school, and tells them what to do if they feel something is wrong in their children's education.

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Questions parents could ask to discover sex or race discrimination in the school, and tells them what to do if they feel something is wrong in their children's education.

Skills scheme move to help offenders

A pioneering scheme which gives classes in literacy, numeracy and social skills could help young offenders to stay on the straight and narrow path, the Home Office says.

The scheme, which has been running since last week, is a joint venture between the Home Office and the Probation Department.

What the scheme was set up in Wiltshire in October 1977, by NACRO and the Wiltshire Probation and after care service, the Home Office estimated that 20 per cent of those in "triangles" borstals and detention centres had a reading age of less than 10.

The centre, manned by volunteers, has taken more than 70 students since it opened and few have re-offended. Most leave to take up full time employment or go on to vocational courses.

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■ Next week: Mary Warnock, senior research fellow at St Hugh's College, Oxford, who chaired the committee of inquiry into special education.

Bob Doe reports on the British Association's annual conference at the University of Salford

End early specialization in schools, says president

The "aburdly early" and largely irreversible specialization in our secondary schools has to be abolished, Sir Fred Dainton, President of the British Association said when he opened its one hundred and forty-ninth annual meeting this week at the University of Salford.

The choices that society had to make now and in the future would increasingly have to take scientific considerations into account.

This meant scientists would have to see and communicate the social relevance of their work and that the public would have to be able to understand it.

"More scientists need to develop powers of simple and interesting

exposition, a skill which cannot be easily accomplished—if languages, literature, and the social sciences are dorisorily minor activities or even non-existent in the curriculum of the 15-year-old would-be scientist in our schools."

Equally, he said, it was not realistic to expect the scientist to simplify something as complex as the risk of radiation for anyone without an elementary knowledge of graphs and statistics.

"Yet it would appear that for many pupils we curtail the study of these subjects and have allowed shirtings of good teachers of mathematics and science to develop in ways that are little short of disastrous for future decision-making and for the industrial and economic development of our country."

Young people did not want to specialize so early, he claimed. "The steady rise in the proportion of sixth formers aiming at mixed A levels shows they are voting with their feet."

"This could be greatly facilitated if entrance requirements to higher education were less narrowly drawn."

While this might mean students knowing less about science on entry, they should be able to reach higher levels of understanding more quickly. "Even if this were not so, what is wrong with lengthening the academic year from 30 to 40 weeks?"



Sir Frederick Dainton: Scientists would have to see and communicate the social relevance of their work and the public would have to be able to understand it.

Reaping the profits

Education is a good profit-making business and not a drain on the national economy, argued Dr G. Psacharopoulos from the London School of Economics. Cuts in education spending are a misguided political expedient based on myth and "anecdotal impressionism" not supported by the facts, he said.

Education is a profitable investment, he told the economics section, though while the costs were fully visible the benefits were some times a little elusive.

Education enhanced productivity. The better qualified in each occupation and among the self-employed earned more. A typist with a degree was a better typist, he claimed.

The idea that more and more education just produced more and more unemployed graduates was not accurate. "The incidence of unemployment is indeed high among the young educated. However, the duration of such unemployment is short. Nearly every graduate finds a niche in a matter of weeks or months."

Set against a lifetime's extra earnings, this early loss of income was trivial.

Dr Psacharopoulos's own research based on the United Kingdom Government General Household Survey indicated that private schooling is also a good bet. On average those who went to independent schools earned an average of 13.5 per cent more than those from state schools. His conclusions were that it was definitely worth it for families' initial outlay.

Generally education did have a substantial role to play in success in spite of the claims of the Harvard sociologist, Jencks, that education does matter.

His own work suggested a direct effect on income levels from education through larger than that of family background. That background did have an indirect effect, however, by affecting levels of educational attainment.

Schools 'can stop the rot'

Schools must stop the rot that is shrinking Britain's share of world markets, Sir Ieven Maddock, secretary of the British Association, told the education section.

"The rot starts in schools and schools must help to find the solutions to it," he said after giving a sorry catalogue of low productivity, increasing import penetration and collapsing national industries.

Schools had to prepare the young today for a future in which they might have to face two or three different careers and when rates of change would be unimaginable.

Scientists had to be given the flexibility to tackle whatever problems came their way. He spoke of an end to specialization and "the tyranny of memorizing facts" and a move to learning how to find out.

He called for teaching that was firm on fundamentals but interdisciplinary in approach to show how different subjects interrelated. But he questioned whether the right teaching methods or even the right institutions existed in this country. Most had been designed for periods of much more gradual rates of technological change.

"Let us liberate a level curriculum from the corset of the university requirements. Once this has been done we in turn liberate a level science for all, with all the apparent demerit for chemistry, with the one benefit of all of us, we will have more academically talented children taking the science to 16 plus."

The HMI survey found 60 per cent of schools with insufficient laboratory space and many without enough technical assistance equipment. Even where there was enough equipment, the inspectors found even in 1977 that it was not being replaced or repaired when it wore out because of lack of money.

Bid to save the cities

"Psychological conservation areas" are needed in inner cities to halt the destruction of traditional communities, a Salford psychiatrist told the sociology section.

Wholesale redevelopment of "Coronation Street" environments destroyed not only the buildings but also the community values, collective memories and the peace of mind of many of the inhabitants, said Mr Iluph Freeman, senior consultant psychiatrist for the Salford Health Authority.

Prolonged and severe depression was the result in many cases. On any one day 1 per cent of the adult population in Salford are in contact with the psychiatric service.

In his presidential address to the section Professor Peter Wilmut, director of the centre for environmental studies, London, pointed to the breakdown of informal social control that accompanied large-scale redevelopments.

In Britain's inner city areas most local people no longer feel they know others—particularly other children and adolescents—well enough to exert a more or less friendly influence if they see them misbehaving. This was one of the factors in vandalism.

Call for more 'science for citizens'

Science teachers cannot make their lessons more relevant to the real world because they know so little about it, the British Association heard from an eminent science master this week.

Mr John Lewis, senior science master at Malvern College, said in his presidential address to the education section that over the past 20 years science teaching had become more widespread, more like what scientists do and more fun. But by concentrating on "science for the inquiring mind" and being too inward looking it had failed to show the relevance of the subject to the world outside the classroom.

What he called science for action and for citizenship had been neglected.

"Science for citizens is concerned with all those issues of vital importance today on which citizens in a democratic society will necessarily have to make decisions. Our science teaching has failed almost totally to prepare young people for them."

"We teach about radioactivity because we can provide experiments which give evidence for alpha, beta and gamma radiation and we study the properties of the radiation. But we were no good at devising school experiments on fission and therefore O and A level

courses failed completely to refer to something on which the whole of our future energy requirements may depend.

So much of the nuclear debate in this country is emotional and ill-informed—and yet what are we doing in schools to prepare citizens of the future for debate of this kind? As teachers we have a heavy responsibility and I do not think we have fulfilled these responsibilities in the past."

Mr Lewis was not suggesting that all science teaching should be turned over to teaching science for citizens. "We need good scientists and engineers as much as we ever did and it would be foolish if we were to produce a generation that could talk about science but knew none. All I am proposing is that perhaps 10 per cent of our existing courses should refer to these wider social aspects."

School science teachers were to blame for much of the bad image

industry had in the minds of the young.

Teachers wanted to make their science teaching more relevant—but most had been through a university course of pure science and had taught that ever since.

"The painful truth is that we know too little about the world outside the classroom and as teachers on the whole control the syllabuses we cannot as yet expect help by changing syllabuses when we do not yet know what to include."

One step forward, said Mr Lewis, was the Association for Science Education's Science in Society project, of which he is director. Over 300 teachers, scientists, doctors and industrialists have contributed to resource materials aimed at the sixth form general studies lesson. To be published in January, the project takes the form of a one-year course with an AO level (an O level standard course for sixth formers) at the end of it.



Anti-nuclear demonstrators: well-informed?

Engineering bias criticized

School technology is biased towards engineering, Professor W. H. Dowdeswell, emeritus professor of education at the University of Bath, told the education section.

Contrary to popular belief, he said, biology could be the ideal introduction to technology. "Biology is associated with some of the oldest technologies known to man—agriculture and medicine."

Applications of simple biological principles to technology, such as the production of antibiotics, crop production and food processing, are familiar to the community and the world at large.

social and economic importance lent themselves particularly well to school technology studies.

Professor Dowdeswell also called for more attention to training children in logical relations in a technological society. A minimum of one hour a week devoted to this should be part of the core curriculum in the last three years of secondary schooling, he said. It should go beyond rote-learning and consider the individual and the family, the community and the world at large.

more abundant biologists took over most of the teaching of science, the Inspectorate's secondary survey had complained of significant numbers of "science teachers" not teaching their subjects properly.

How many would resist a subject with which they were less familiar and, better, Professor Waddington and Dr. Leachy asked.

Nevertheless they advise chemists to take part in the "rethink of the best interests of their subject" and ensure that it is not completely overlooked.

The universities too could help ensure that the upheaval in science courses that is pending resulted in improved courses.

Will chemistry become a dead science?

Is chemistry as a specialist school subject doomed like Latin? The answer is not good, according to Professor D. J. Waddington and Dr J. A. Leachy of York University.

Their survey of 16 schools, called for by the Government, the Association for Science Education, and Her Majesty's Inspectorate, all pointed to integrated science.

Failing rolls and shortages of physical sciences teachers made it all the more probable that they would of an imminent reduction in the overall quality of science education. They spoke of the administrative pressures towards integration. The change to integrated science would appear to have overtaken the specialist teacher shortages as the

more abundant biologists took over most of the teaching of science, the Inspectorate's secondary survey had complained of significant numbers of "science teachers" not teaching their subjects properly.

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NEWS

Micro-electronics could mean new posts Chips revolution unlikely to hit teaching jobs—yet

by Richard Garner

Teachers' job prospects are unlikely to be affected by the micro-chip revolution for at least the next decade—if at all, according to a new report.

The 400-page document, "Chip Technology and the Labour Market", produced by an international consulting group, Metra, delves into the consequences for employment of the introduction of micro-chip technology.

On education, the report concludes that the slowness and difficulty of introducing significant developments in the school curriculum means that there will be no changes in the employment of classroom teachers although time-tables for micro-electronics will get more prominent.

It adds that there will be a demand in further and higher education for more long and shorter-term courses on micro-related topics and an additional demand for cultural and recreational courses if

the changes in working patterns lead to greater leisure—as seems likely.

It adds that although research in France has shown that computers have sometimes replaced primary school teachers, this is unlikely to occur at this early stage of development in Britain.

It says it may take eight years to produce an individualized primary school mathematics course for Britain. "It seems unlikely that the problem of producing an interactive computerized teaching programme can be solved more quickly."

In addition, computer aided instruction has been reported as having limited applications where it has been tried hitherto, and it has a poor reputation with teachers. Employment effects in this area can not be expected in under 10 years.

It concludes that more courses on computing will require teachers with new skills gained either in initial training or through continuing education with a "positive employment effect amongst teachers and teacher trainers".

Less cash for race aid programmes

by Diane Spencer

Expenditure cuts are hampering local government's efforts to combat racial disadvantage, the Association of Metropolitan Authorities says in its evidence to the House of Commons committee on race relations and immigration.

Day care for the under-fives, special fostering schemes for black children and plans to improve housing will all be badly affected by the cuts.

"Local government's role is becoming more problematic because of the reduction in financial resources which creates a climate

in which a policy of positive discrimination becomes simultaneously more necessary but more difficult to pursue," says the association.

Although nurseries and play groups are not specifically aimed at children from ethnic minorities, their positive influence is especially useful, particularly for children whose mother tongue is not English. "But the development of day care is at a standstill and in some areas being cut back."

Campaigns to recruit black foster parents have been reasonably successful in London, but more effort is needed if there is to be any real improvement in the quality of care

for black children who are "over-represented" in community homes, says the report.

The association is "deeply concerned" about the inevitable deterioration of the country's housing stock because of the cutback on the housing investment programme over the past 12 months. "Households of new Commonwealth origin will clearly be adversely affected by the latest Government expenditure proposals to cut back even further."

The association favours an expansion of the Urban Aid programme and a reform of section 11 of the 1966 Local Government Act. It also is in favour of local authorities maintaining ethnic records.

Second chance

For 10,797 teenagers a "second chance" course paid off when they passed the Business Education Council general examination this summer.

The council says this was 78 per cent of the total number of candidates and the increase in number of full-time students from 35 to 47 per cent indicated that unemployed school leavers saw the value of taking the course and enhancing their job prospects.

Parent and council bury hatchet after court battle

A parent who sued Haringey Council in north London over their refusal to reopen schools closed by the municipal workers' strike in the winter of 1978-79 has reached an out-of-court agreement with the council.

Dr Thomas Meade was the leader of a parents' group who took the council to the High Court in February 1979 in an unsuccessful bid to force them to reopen more than 100 schools, shut because of the strike.

The Appeal Court later ruled that the schools should not have been shut. Now Dr Meade and the Labour-controlled council have made up their differences.

In a joint statement of compromise the two sides said that Dr Meade would halt his two legal

actions against the council, and that each side would pay its own legal costs.

The statement said that Dr Meade has agreed to withdraw any charge that the council conspired or colluded with the unions during the strike.

However, Dr Meade maintains his view that the council should have kept the schools open and was in breach of its statutory duty in not doing so.

The council continues to maintain that it acted "reasonably and prudently" in not trying to reopen the schools during the strike.

The two finally agreed that litigation and public dispute about the issues, more than a year after the events, "would be of no advantage to the schools or their pupils".

Graduate job scene stays buoyant in recession

Graduates are still in demand despite the recession—this is the message from the publisher of *Graduate Opportunities*, who says a record number of employers have taken entries in its latest edition, published this week.

Mr David Jovett, chairman of the Standing Conference of Employers of Graduates, said companies looked much further ahead than next year when they recruited graduates; they were concerned to employ the next generation of top managers and would not be deterred by what may turn out to be short-term economic difficulties.

More graduates are leaving polytechnics with good qualifications and they seem to be weathering the unemployment storm better than most.

Figures just released by the Central Services Unit for University and Polytechnic Services show more people left polytechnics from first degree and higher diploma courses in 1979.

But the number who had not found work at the end of the year was about the same proportion as at the end of 1978, and more than ever found permanent jobs.

Some 54.5 per cent of polytechnic graduates went straight into permanent work, while just 7.9 per cent were unemployed at the end of 1979.

Graduate Opportunities, The New Opportunity Press Ltd, Yeoman House, 76 St James' Lane, London N10 3RD, £9.95 free to all final year undergraduates through their careers advisory service.

Survey shows women still lower paid Inflation may double cuts AMA warns

Most women still work in low paid occupations in spite of legislation about equal pay and opportunities, says a report published this week by the European Centre for the Development of Vocational Training.

These inequalities are caused by: the limitations of maths and science teaching for girls; narrow and traditional careers counselling; the attitudes of parents, husbands, children, teachers and friends which discourage individual initiative; domestic responsibilities which limit hours and scope of work; the necessity to follow husbands when they move to another town after changing jobs.

The report is based on a survey conducted by the Manpower Services Commission into training programmes in Britain designed to overcome these difficulties and help women to compete for better jobs.

Equal opportunities and vocational training, published by CENEP, is a research free of charge from MSC, Training, Skills and Development, 85 Whitehall Street, London W1A 1AA.

A warning that inflation could more than double the cuts being ordered by Whitehall for next year, has been issued by the Association of Metropolitan Authorities.

In a letter to member authorities, Mr Tom Caulcott, secretary of the AMA, says that the Government is "highly unlikely to make a realistic allowance for inflation for 1981-82 when it announces cash limits in November."

Mr Michael Heseltine, the Environment Secretary, recently confirmed that local government must reduce its spending by 2 per cent next year, as was outlined in the public expenditure White Paper published in March.

Mr Caulcott says: "Suppose inflation in 1981-82 did occur at the rate of 15 per cent but the cash limit was fixed at only 10 per cent (and in fact it might be lower than that) then it would not be a 2 per cent reduction for which Ministers were asking, but more than twice as much."

Sports Diary

Eric Midwinter looks at the sporting attitudes at comprehensive schools

Training for the battle of life —on the playing field

One fervent hope among the many I entertained for comprehensive education was a possible end to the glorification of the eleven. One hoped for an emphasis on the other 700 odd, and a phasing-out of the exclusive horrors of grimly developing the "best fifteen" or the most magnificent "eleven".

Interestingly, this would have been a restoration of the pre-Victorian sanity of sport being more regarded as "disporting" or actually enjoying oneself. It was meant as diversion; the somewhat national competitiveness in sport, at national down to school levels, is not of long standing.

Rugby never played another school at rugby until late in the nineteenth century. In 1786, after the Eton eleven had been thrashed by the Harrow team, they were also soundly beaten by their headmaster who had strictly prohibited the fixture—a case of adding injury to insult which even STOPP would find difficult to fault.

Our ancestors understood the role of sport much more thoroughly and clearly than we seem to do. Sport was a diversion and what it diverted was attention away from military training, economic activity and social discipline. In 1541, during Henry VIII's reign, an Act of Parliament expressly forbade the playing of games by artificers, labourers, apprentices and public servants at Christmas, and then only in the presence and home of the master—country persons having invented new and crafty games by reason of which archery is decayed.

Legend has it that in 1297, when yet another Anglo-Scottish war began, the other ranks approached it with a lack of seriousness; their commanders found deplorable. The Lancashire and Cheshire levies took on the Scots, in what may have been a certain defeat, but the Scots were the first ever soccer international.

No wonder medieval kings feared for archery standards.

Conversely, the prominent English sports of hunting and hunting-instructed in accuracy of shot, horsemanship, and eye for terrain, each of value to pre-modern soldiery. This was neatly summed up in Marlowe's famous refrain from his saga of the Battle of Hasting: "There on the hill 'twas 'Auld on 'is horse with 'is 'awk in 'is hand."

Where we went wrong was in introducing the lopsided idea of transfer of training, and the idea that characteristics of a temperamental or spiritual nature could be inculcated through games. Between 1860 and 1880 sport became "compulsory, organized and eulogized" in the public schools, and only through games, it was argued, could fortitude, self-reliance and public spirit be taught. H. H. Almond of Loretto inaugurated the open windows, cold showers and long runs with which public school life is depressingly associated.

Now we realize that the keen cricket captain might be also the enthusiastic squad leader (as the classic scholar might be also the well-ordered administrator), not because one coached for the other, but because the same characteristics were required for success in like activities. But the fallacy persists. Only last year a physics teacher told me he insisted on punishing youngsters for for-

getting or not having kit, because "when they get work on a building site, it will help them to remember their tools".

The most celebrated expression of transference, anachronistically attributed to the Duke of Wellington, who was much too common-sensical for such nonsense, is the one about Waterloo and the Playing Fields of Eton. Some now think it was not chivalry and honour that the coiner had in mind, but the fact that, at least pre-1914, the vicious nastiness of the box, because of the "diabolical" refereeing. His admittedly illegal trip had been deliberately committed just outside the penalty area. Since when has a genuine mistake had less moral standing than a conscious crime? Nor that the Victorians are to blame for that: originally they had no penalties or free kicks or other sanctions. The players, if they accidentally handled or tripped, stopped automatically and apologized, releasing the ball to their opponent.

How sentimentally that would be regarded now by, for instance, the teacher in charge of the schoolboys XI of one of our great cities. "What's up with you, Blaggs?" he bawled in my (and everyone's) hearing from the line. "Are you bloody ESN or something?"

Unluckily, this happened just prior to the time when Darwinism seemed to endorse manliness, and Herbert Spencer's text of the "survival of the fittest" was widely accepted. "Rivalship and emulation render excellency" had quoth Adam Smith, and team games gradually came to be regarded as a sterling preparation for the battle of life. The transformation of sport into an excuse for embittered rivalry, tricked out with false notions of

Such old world charm is never far distant from much school sport, as it constantly reflects and is dreadfully influenced by the professional dimension. What is, however, uncomfortable is the continuation of the 1930s grammar school ethos in many comprehensive schools.

The neighbourhood school I know best is, quite simply, an excellent comprehensive school, of well-deserved repute. It has the one defect, like many others, of preserving the colonial image on the sports field. A comprehensive school should be attempting to offer all children as wide a series of sporting opportunities as possible, to help them solve, now and in the future, the problem of health and leisure.

Nobody can fault the sports teachers for their devotion and conscientiousness. In the "year" of 75 boys with which I am most familiar, two or three have played in every soccer, rugby, cricket, basketball and hockey match; almost all members of the basketball team are in the soccer and rugby teams; and almost all the soccer team play for the rugby team and so forth. Even making the squad is not enough: several boys are in several squads, and still never actually play a game.

The huge social problems of unemployment, sometimes euphemistically labelled "leisure", no less than the ever-present issue of sound health, make it imperative that schools look much more imaginatively at their responsibilities in this area. For it must surely be part of the comprehensive ideal to aim for a species of physical "literacy" for all.

Eric Midwinter is director of the Centre for Policy in Ageing, and chairman of the Advisory Centre for Education.

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80/4/1 ART: FABRIC WORK
Mons., 5, 20, 27 Oct., 3, 10, 17, 24
Nov. 1 Dec. 7-9.30 p.m.
80/4/2 ART: CERAMICS FOR SECONDARY
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APOLOGY

The Times Educational Supplement apologises to readers and
advertisers for the postponement of the Travel issue, due to be
published today. This is a result of our failure to publish on August
last, as expected by the National Union of Journalists.
The Travel issue has now been re-scheduled, and will appear on
September 14th.

We apologise for any inconvenience these changes may cause.

OVERSEAS NEWS



Walking away from school in Harlem.

How American high schools are falling down on their job More drop outs, fewer skills

by Simon Midgley and
Hilary Wilce

NEW YORK

Huge numbers of students are
dropping out of high school in the
United States without graduating,
and many of those who graduate
lack even the most basic skills.

A shock report issued last
year showed that 45 per cent of
New York City public school pupils
failed to graduate, and estimated
that 40,000 students drop out of
high school each year.

Failure, boredom and lack of
motivation, personal and home
problems and behaviour and lan-
guage difficulties were all cited as
reasons for dropping out.

Suggestions for stopping this
early outflow from school include
the development of counselling and
outreach programmes. New York's
board of education, obviously
deeply worried by this picture of
failure, also saw the report as use-
ful ammunition in its fight for a
share of the city's diminishing funds.

Schools chancellor Frank J.
Macchiarola directed the adminis-
tration to prepare a detailed three-
year plan to tackle the drop-out
problem and some action has since
been taken.

Last spring, five centres were
established to offer counselling and
remedial tutoring to school drop-
outs, with the eventual aim of help-
ing them back into school. A
thousand young people have been
attracted to the centres, but it is
not yet known how many will return
to school. Next school year \$3m is
to be spent running seven such out-
reach centres.

A further \$1m is to go to high
schools to help them identify and
hold on to pupils most likely to
drop out. Expensive schooling pro-
grammes, equivalency diplomas and
increased vocational training are all
in the pipeline as ways of encourag-
ing pupils to stay at school.

Longer term plans include the
possibility of dividing up the city's
largest, most anonymous schools
into development of computerised
record-keeping to help with the
early identification of potential drop-
outs, and an examination of how
pupils come to make (often inadvis-
able) choices about where they want
to go to high school.

But although the plans sound
grand, the scale of the problem is
growing and daunting.

A spokesman for the New York
Board of Education pointed out that
the Chicago drop-out figure is even
higher than New York's, while last
month California produced its own
drop-out report showing that 13 per
cent of Californians aged 12 to 17
are not attending school.

Predictably, proportion of
pupils dropping out of school rises
with age. Only 4.4 per cent of 12-
year-olds, but 30.7 per cent of 17-year-
olds drop out. Most of the drop-
outs are white, blacks and his-

panics are only slightly more likely
to leave school early than whites.

The Californian drop-out rates,
three times the national average,
has become worse over the past
10 years. The high school attrition
rate almost doubled between 1970
and 1979.

The Californian report offers a
predictable batch of recommendations.
There is a need for more
vocational training, it says, and the
self-esteem of potential drop-outs
needs to be raised. More money
should be allocated to measures to
help solve the problems.

But high schools appear to be
falling even those students who
do graduate. More and more North
American colleges and universities
are having to lay on remedial
courses for students who arrive
with an inadequate grasp of reading,
writing and mathematics.

In New York the grade point
average of children graduating from
public high schools over the past six
years has fallen by three percentage
points.

The City University of New York
(CUNY) currently spends between
\$30m-\$35m (£13-15m) a year on
remedial programmes for around
15,000 students.

"Skills are declining all over,"
says Robert Kibbee, CUNY's chan-
cellor. "It's endemic to the urban
condition. Remedial courses have
almost become a part of American
institutions, at even some of the
best institutions."

CUNY, the third largest univer-
sity system in the USA, has the
most substantial commitment to
remedial education of any institu-
tion of its size in the country.
Seventy per cent of students
entering the university's eight com-
munity colleges have to take at least

one remedial course in reading,
writing or numeracy, and a signifi-
cant number of students in a
university's nine senior colleges
need to take at least one remedial
course. Overall a massive 14 per
cent of student classroom hours is
given to remedial education.

Since 1978 all students entering
the university have been required
to take an assessment test to ascer-
tain their competence in reading,
writing and numeracy.

These tests are then administered
again, after remedial teaching, to
assess progress. In future, before
being eligible for entry to the third
year of a senior college or to
transfer from a community college
to a senior college, students will
have to exhibit mastery of these
three basic skills.

Results from the first group of
students to be tested suggest that
many students who fail such test
upon entry will be able to pass that
later following adequate remedial
instruction, and that improvement
is often most dramatic among the
most disadvantaged.

Chancellor Kibbee, commenting
on the results, said that they re-
vealed "that basic skills remedial
works; and that its benefits can
be most dramatic for those who
need it most."

But what they also illustrate
is the tremendous responsibility of
school system has, to see that basic
skills are mastered when they
should be... well in advance of
college.

Which raises again the question
posed by the various recent school
reports: why are American high
schools failing to hold their
students, and failing to teach even
the most basic skills to those they
hang on to?

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OVERSEAS NEWS

Australia

Primary pupils to learn in English and German

by Bill Purvis

SYDNEY

A suburban primary school in
Sydney has been given the go-
ahead by the Department of Educa-
tion to become the first bilingual
primary school in New South Wales.

From the first term in 1981 the
school will start teaching all its
classes in both German and English.
There are already some primary
schools in New South Wales which
teach classes in languages other
than English for children of dif-
ferent nationalities, but this will be
the first time all children at a
school are taught in a foreign lan-
guage.

The project is the result of work
by Professor Reginald St. Leon, of
the department of Germanic studies
at Sydney University, who has been
teaching weekly German classes at a
primary school for the past eight years. Now he has
managed to convince the Education
Department to let him try out his
bilingual project.

"We were very concerned at the
crisis that had developed in the
teaching of modern languages at
secondary schools," Professor St.
Leon said. "We felt that if children
could be introduced to another
language as young as possible they
would absorb it more easily."

All pupils will be taught in all
subjects on a 50-50 basis. Half
the classes in each subject will be

taught in German, and half will be
taught in English.
A child living anywhere in Sydney
will be eligible to attend the school
but transport will have to be organ-
ized by parents as the children will
not receive any concession on public
transport fares.

Parents nearby, who do not want
their children to participate in
bilingual education will have the
opportunity of sending them to
another primary school within walk-
ing distance.

However, Professor St. Leon says
he has had nothing but encourage-
ment and appreciation from local
parents, and he does not expect
many will reject the bilingual
school. "The parents think it is a
wonderful opportunity for their
children, and have given us a
tremendous amount of help."

Pupils who were taught in weekly
German classes in primary school
and who are now at secondary
school "are doing much better than
most other students at German, par-
ticularly in conversational classes",
according to Professor St. Leon.

The German Government, through
its Sydney consulate, has given
keen support for the weekly
classes in the past, and is now to
offer increased support for the bi-
lingual pilot project. A scheme to
send German teachers to the school
on contract, and to provide lan-
guage materials is under considera-
tion.

The Netherlands

Luck of the varsity draw

John Richardson

From next year only one third of
candidates for the Hordy contest
university places in medicine, den-
tistry, veterinary science and
such other disciplines to which entry
regulations apply, will be awarded
places by lottery.

According to a Bill proposed to the
Dutch Parliament by the Minister
of Education, Dr. And. P. De
Kroon, the present system of selec-
tion, by weighted lottery, does not do justice
to the abilities of the applicants.

Each year there are about 7,000
applications for the highly regarded

medical, dentistry and veterinary
faculties which only can admit 2,500
students.

About a third of the places in
future will go to those school-leavers
who have scored highest in their
school-leaving exams. A further third
will be allocated to those who take
special admission exams in two sub-
jects closely related to the restricted
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lottery.

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LEADERS IN YOUNG ADVENTURE

Republic of Ireland

Church avoids religious instruction row

by John Walshe

DUBLIN

The Catholic Church authorities
have defused for the moment at
least a potentially explosive row
which touches upon the very basis
of Irish primary school education.

It involves the teaching of re-
ligion in a system which is almost
entirely denominational in char-
acter. At the annual congress of
the Irish National Teachers'
Organisation, Easter, the
union decided that the teaching
of religion should be an option for
members, not a compulsory part
of their service as it is at present.

Preliminary legal advice avail-
able to the Easter congress sug-
gested the possibility of a constitu-
tional test case should a teacher
be dismissed for failing to teach
religion. For its part, the Catholic
Church also obtained legal advice
which indicated that there was a
clear, contractual obligation on teach-
ers to give religious instruction.

The possibility of a union-church
confrontation was highlighted by
the likelihood of a number of young
Dublin teachers refusing to give
religious instruction during the
coming school year.

But now the church side has
announced that it will respect the
right of a teacher to opt out of
teaching religion on conscientious
grounds, provided that he or she is
willing to cooperate in ensuring that
instruction is given in the subject.
For example, a conscientious
objector could agree to take a col-
league's class for other subjects
while his or her own class was
being taught religion.

The church believes that only a
relatively small number will want
to give up religion classes and that
the vast majority will continue to
give this instruction.

Catholic bishops are patrons for
3,333 of the state's 3,600 national
primary schools, while the Church
of Ireland bishops are patrons for
about 200. The rest are under the
control of Presbyterian and
Methodist controlled schools and
one Jewish national school. All but
one of the remainder are run by
charitable institutions or for
historic reasons, by government
departments. The single exception
is a multi-denominational school set
up within the past few years in
Dulkeigh, County Dublin.

The system of national schools
has its roots in the 19th century
when, in the House of Commons on
September 9, 1831, The then chief
secretary for Ireland, Mr. Stanley,
announced that a sum of £30,000
was to be made available for the
education of the poor in Ireland.
seventy-member board of commis-
sioners was appointed, headed by
the Duke of Leinster.

A letter, ever since known as
the Stanley Letter, was sent by the
chief secretary to the Duke in
October of that year, setting out
the principles and general rules
which were to govern the board's
activities.

Catholic and Protestant children
were to attend school side by side,
and the school would be used cer-
tain hours each week for religious
instruction in turn by Catholics,
Anglicans and dissenters. At the
outset, the most vociferous criti-
cism of the new system came from
the Presbyterians, who objected to
instruction in the use of the
scripture. Catholics, too, had a
number of specific complaints and
grievances: they sought to have
schools vested in local trustees,
rather than the commissioners,
that is the board, and said that
schools were to be "run by the
state".

The system evolved into one of
denominational management under
parish priest or Protestant clergy-
man. A royal commission, chaired
by the Earl of Parnell, reported in
1870 that the original aim of a
"mixed" education had failed and
the schools were, in the main,
denominational.

They remain so, as do the teacher
training colleges, but, apart from
some localised demands for multi-
denominational schools, the present
system would seem to enjoy the
overwhelming support of Irish
parents.



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LETTERS

Adult education: the unkindest cut?

Sir—Now that unemployment figures have passed the two million mark it is surely time for both the Department of Education and Science and the local authorities to reconsider their attitudes to education for adults. Because adult education (quite rightly) has a high proportion of part-time instructors without contracts it has borne, in numerous local authorities, a totally unfair amount of cuts.

In money terms the money saved has not been substantial but the effect has been devastating. The adult education programmes which are being offered in September are almost everywhere a severely truncated version of previous offerings, offerings which by comparison with other advanced industrial countries were woefully inadequate. What is time to choose to indulge in such a misbegotten enterprise.

One realizes what our educational leaders are doing, one only wonders

what they think they are doing. What they are doing is to take away hope from large sections of the population. Adult education even in its minuscule British version has afforded hope to many people. It has given hope to those having to change their employment to something completely different.

For surely it is not only cruel but also stupid to expect a person who has spent years in one type of occupation to move to another without a period of reorientation. Surely it is utterly unrealistic to think that people who have been unaccustomed to the discipline of study are able immediately to respond to an intensive course in an area of knowledge which is unfamiliar.

Is it possible that our educational and political leaders of all persuasions cannot see that a crucial role for adult education is inevitable. Will the ACASE report be shelved

like all the other sensible documents which have been published over the years? One fears that when they are compelled by force of circumstances to change direction then the whole infrastructure will have been largely destroyed.

At the moment we have unemployment caused mainly by the current recession, in the immediate future we shall have unemployment (especially among white collar workers) caused by silicon technology. One does not have to have an apocalyptic vision of the coming deprivations of that technology to see that it will have a major impact and it will not be in a large sense a job creator.

Is it possible that for once, with the information we have available in the excellent prognostications of government departments, private industry and the trade unions, that we can anticipate events in an intelligent way instead of forever responding with too little too late?

Research vital for 16 plus exam strategy

Sir—Whilst we were pleased to see a reference to the recent article "The Certificate of Secondary Education and the Employer" (The Vocational Aspect of Education, December 1979, T&S, August 15) we were a little alarmed at the tendentious nature of your report. As you noted, it is the timing of the examination results which appears to prevent employers using CSE grades as a major selection device. It was this finding, along with the employers' lack of information about the way in which the CSE examination operated, which led the original article to urge the need for greater communication between industry and education. Indeed it pointed out: "Both sides appear to be very willing, and it would now seem to be up to education to provide employers with more information about CSE grades and examinations. One cannot be surprised if people mistrust things which they have insufficient information to make judgement."

The entire section of the article which dealt with communication was crucially omitted from your report, and it seems only fair to the East Midlands Regional Examinations Board, and to the employers who helped us in our work, to correct the inaccurate impression of it that your summary account may thus have given.

We feel strongly that it should also be made clear that, in expressing our decision to defer action until more information about the new 16 plus examination was available, the original article did not use the needlessly dismissive expression that further research would currently be "a waste of time".

With the entire secondary examination system at present under review, we believe that a search as a whole has a particularly useful role to play in fostering changes and better understanding between employers and educators. GERALD BERNBAUM, LAINE FREEDMAN, University of Leicester School of Education.

A diploma that pays

Sir—I would like to correct the statement made by L. Curry (Letters, August 22) that the Diploma in Teaching English as a Second Language from St. Mary's College, London, is not recognised by the Burmah Primary and Secondary Committees. This Diploma is recognised by the DES and the Burmah Committees as being a course of Advanced study, which thereby attracts the merit salary addition under the Primary and Secondary Salaries Document.

A teacher who is considering embarking upon a course of study should consult the DES publication "Long Courses for Teachers" if he wishes to ascertain whether a particular qualification entitles him to a salary increase. Courses classified in this book as "Advanced" (A) and "Handicapped" (H) automatically entitle a teacher to the merit salary addition. D. M. BACKHOUSE (Mrs), Management Panel Secretary, Burmah Primary and Secondary Committees, 41 Belgrave Square, London SW1.

Five Ways teacher

Sir—Mr A. F. R. Clements, the teacher mentioned in your story about the Microchry Advisory Committee (August 22) is from King Edward VI Five Ways School, Birmingham (which is a voluntary aided boys' grammar school as stated), and not from King Edward's School, Birmingham, which is an ex-Direct Grant independent school. G. SANDERS, Headmaster, King Edward VI Five Ways School, Scotland Lane, Bartley Green, Birmingham.

Abacus of freedom

Sir—I feel moved to comment on two articles which appear in the same edition of The TES, August 15. One is a glowing account of mathematics teaching in Japan with special reference to the Japanese abacus; the other is rather gloomy by comparison as reference is made to the problems which exist in the course of mathematics education in this country.

Coming close together in the same edition is an unfortunate coincidence as it almost invites comparison to be made—the British system struggling when the Japanese system succeeds. One feels therefore that something should be said to put both reports into perspective and so restore the balance a little.

The difference between both teaching systems seems to be one of "kind" not of "degree". There is an institutionalised system in Japan, and the emphasis on rote learning... with up to eight hours abacus practice each week. Our system on the other hand is remarkable for its feature of "freedom" for each school to choose its own teaching method. The results of the Japanese system are undeniably spectacular, whilst the system that we support is bound to fare badly by the narrow comparison of speed and of complexity of mentally performed calculations.

But there are broader aspects of

learning. The system which offers freedom of choice gives an open invitation to broaden one's approach to learning; a genuine attempt is made to involve all children in the learning of mathematical ideas in a much wider field than just numeracy; learning by understanding is preferred to learning by rote; but most importantly the chance is always there to work with children as they approach a learning difficulty and of discovering new ways, natural ways, of overcoming that difficulty. Surely this is the way that educational progress will be made. Eventually better ideas will evolve from the amorphous whole of this "free choice" system.

Already there have been successes—one, the hoop over head abacus is a boon to class teaching. Whoever designed this piece of apparatus gave to numeracy what Caxton gave to literacy. This abacus is not designed for the teacher's use of rapid calculations but it does make early number experiences much more intelligible. We need to be more confident of our own approach to learning; the soundness of the "British" learning by understanding can be made pleasurable and rewarding.

The worthwhile comparisons to be made are not by results alone but by the perceptions that are felt when visiting a school. PETER TAYLOR, Headmaster, St. Saviour's C.E. (C) School, Stoke-on-Trent.

Teaching the less able

Sir—When HMIs made visits for their report "Aspects of Secondary Education in England" they found in 60 per cent of schools that new courses should be developed for the less able pupils in mathematics. The devising and teaching of suitable courses for these pupils is a difficult matter, not made easier by the fact that schools feel unable to deploy their most experienced teachers on the task (chapter 7, paragraph 3.23).

This is clearly a severe problem which will not be solved in the next year or so since it will require substantial in-service provision in an

area where we have few experienced tutors and little literature. The Mathematical Association has decided to set up a new diploma course for teachers of low attainers in secondary schools. To assist in its development, readers are invited to send suggestions or information concerning in-service activities for teachers of pupils in the age range nine to 16, to me at the address below. We need every bit of help we can get. P. REYNOLDS, Chairman, Diploma Board, The Mathematical Association, London Road, Leicester.

Privilege and Liberal pantheon

Sir—Using the spokesman for the rights (and wrongs) of the Liberal attitude towards public schools, I think a couple of important points which help to determine Liberal Party and Young Liberal policy have been overlooked, namely: 1. Possibly, many public schools exist mainly to maintain a privileged elite and tradition, but others seek to explore and promote new ideas in education. If the Socialists who want to shut down Eton and Harrow also shut down St. Albans, Freebels, Institutes, etc., would they even progress? I think not. 2. Whatever the merits and some pupils may think the Young Liberals I have known who have been in contact with public school education largely disliked it and their attitudes varied from minor reforms to

complete end to the system. Many of them, if they had been left to their own choice, would have much preferred to go to their local (preferably co-educational) comprehensive and mix with their age group peers. (Perhaps this is a sort of "be influenced" parents are seeking to protect their children from?) As always, Liberals try to protect the rights of individuals, not the rights of the system. In fact, the Liberal Party has no place in the Liberal pantheon; it has cast its lot with the more radical ideological approaches of the Left. Left does not mean we love the public school system as it exists today. W. J. WHITAKER, Chairman, Liberal Party, Liberal Association, Guildford.

LETTERS

Why the BEd must be saved

Sir—Already it is true to say that only those who really want to teach take BEd degrees in preference to BAs or BScs for which they are equally eligible to apply. A BEd involves the study of two of three distinct areas of knowledge and the student is required to be not only a theoretician but, also, a practical person with some understanding of human relationships. The present shortage of teaching posts has one useful side effect that BEd graduates are proving their worth by successful competing for jobs outside teaching on the open market and in competition with all other graduates.

The man in the street still assumes that "degree and PGCE" students are better qualified than

BEd's Excellent and committed teachers are found from the ranks of these PGCE students, but the following questions have, to my knowledge, never been asked and certainly not answered. How many students take specialist training on the basis of subject knowledge which has formed less than 50 per cent of their degree? How many hold ordinary as opposed to honours degrees, and how does their degree of degree compare with BEd successes? Indeed, how many take PGCE nowadays as an alternative to unemployment on graduation? Meanwhile, without denigrating the "delayed choice" route, it is time to decide the positive status of the BEd degree. Mature and young students alike appreciate the

chance to try their ability in the classroom early in their higher educational experience. The threat of unemployment does not appear to deter the committed and many are prepared to wait for jobs in their chosen profession. If we are determined on a high quality profession which attracts high quality recruits, then the BEd degree must be recognised as a course to be proud of at all costs and, dare I say it, encouraged.

ALISON GRADY, Dean, Education and Performing Arts, Middlesex Polytechnic, Trent Park, Barnet, Hertfordshire.

Footnote on book shortage

Sir—A few weeks ago the Educational Publishers Council issued a "Guide to Schoolbook Spending in the North-West" which has attracted a good deal of attention. It showed that in most authorities in the North-West during the past year, the ability of schools to buy books has declined seriously—in some cases by over 20 per cent—compared with the previous year.

Looking forward to 1980-81, the outlook seems even more depressing, despite the fact that the Secretary of State has allocated sums in the rate support grant for the improvement of capital allowances in real terms.

However, there are some glimmers

of light. I learn from the Lancashire education authority that—before the appearance of our "guide"—it had decided to find an extra £400,000 for the improvement of capital (about a quarter of which is spent on books in many authorities) in 1980-81.

The authority also points out that although we quote a Preston teacher as complaining that disadvantaged children were suffering especially acutely from book shortages, the county regularly makes special provision (this year amounting to £30,000) for such children. It seems only fair to add this as a footnote to what was said in our guide. KENNETH PINNOCK, Past Chairman, Educational Publishers Council.

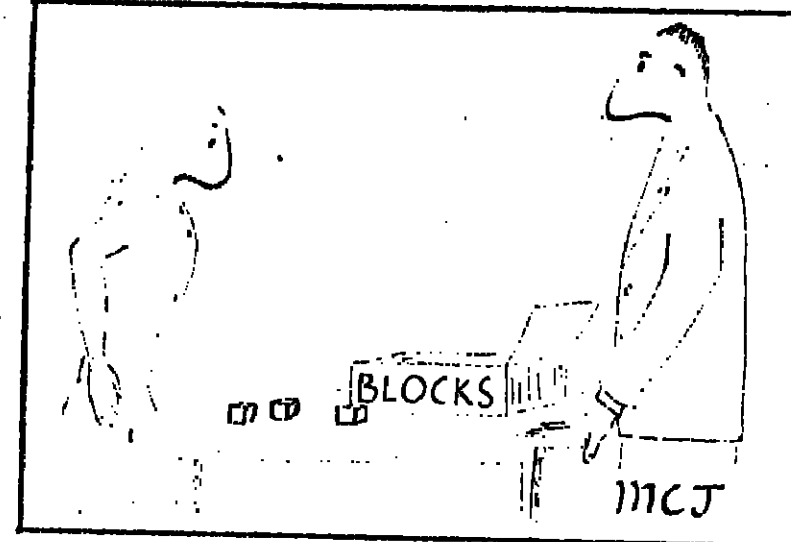
Fate of art school

Sir—The proposed merger of the Bath Academy of Art with the Bath College of Higher Education means, in effect, the end of Bath Academy, a college of international repute in art education and a national asset of no mean worth.

In considering the fate of Corsham (the name by which it is generally known) one is reminded of the closing of the Bathous in Germany perhaps the greatest of art schools. After years of pressure from politicians and bureaucrats, it was finally closed in 1933 and despite efforts to revive it in the United States, it was lost to the world for ever.

Would those who decide to make cuts in education please note that the schools and colleges they represent the accumulation of work and expertise of men and women which cannot be restored like machine production.

The staff and students at Corsham are fighting the merger and those wishing to support them may contact Robin Whalley at Bath Academy of Art, Corsham, Wiltshire. GORE CONNOLLY, Morpeth School, London.



"The catalogue said 'heuristic linear mathematical unitary module manipulation and assembly devices'."

The painful aspect of comics

Sir—I read Nicholas Tucker's comments on the so-called horror comics of the 1950s with great interest. He rightly refers to the influence of Frederick Wertham's book *The Seduction of the Innocent*, but takes a condescending, and I think, uninformed view of Dr Wertham's reasons for taking up his determined and often lonely campaign. Dr Wertham did not produce a statistically-based survey, and did not claim to. What he wished to draw attention to was the pre-occupation of many comics with morbid or sadistic ideas.

In particular, Dr Wertham showed how an apparently innocuous text could be combined with much more sinister illustrations. For example, a discussion would be held about how to make a prisoner talk, while the individual concerned is shown covering his face with his (or her) legs tied widely apart. Banning this kind of sadistic rubbish in no way implies a restriction on essential freedoms—quite the reverse. DAVID S. COWELL, Senior educational psychologist, Wiltshire County Council.

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Second thoughts about Milton Friedman
David Lodge on "Adultery in the Novel"
Iris Murdoch, A. C. Benson, Arno Schmidt

THE TLS-EVERY FRIDAY

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School to work

More young unemployed join the special schemes

The number of youngsters in the Government programmes for the unemployed is now rising fast. This accounts in part for the August drop in the official figure for school leaver unemployment. It fell by 30,000 from the July peak—the highest ever since the war—to 251,000. But at the beginning of August there were more than 100,000 youngsters in the Youth Opportunities Programme as compared with 85,000 a month earlier.

It is clear that the programme is building up a good deal more quickly than at the same time last year, when the equivalent figures were 75,000 and 70,000 and the total did not reach 100,000 until the autumn.

Relatively few youngsters in the programme are this summer's leavers, most of whom are only just qualifying under the six weeks' waiting rule. The increase in numbers is believed to be partly made up of this year's early leavers, and some who left last year; but it arises also from the increasing tendency for youngsters to stay in the programme longer, for obvious reasons.

The spread to the South East of large numbers of unemployed youths is continuing, and accelerating in the London area. Inner London now faces problems that

areas like Cleveland and Merseyside have coped with for several years.

The Inner London careers service has nearly 11,000 under-19s on its books, with just over 3,000 notified vacancies; the problem is that 2,500 of the jobs are in the West End, mainly in retail stores, while the jobless youngsters, many of them black, are mainly in the outlying working class boroughs. At this time last year, when there were 7,000 on the register, the careers service had nearly 6,000 vacancies.

The outer London boroughs are facing similar problems. Croydon, whose diversity of light industry and big office blocks have made it one of the most favoured employment centres in the south, has 1,100 unemployed leavers and 95 vacancies.

East Sussex reports that there are almost twice as many youngsters on the careers officers' register as at this time last year, and that proportion which has found jobs since the July peak is much smaller. In addition to its registered unemployed, the county has more than twice the number of youngsters in Youth Opportunities Programmes than were in the programme last August.

John Allon, the county careers officer, says that the situation is

bound to affect careers work in schools. He points out that in the past careers officers have been able to get on with their regular duties in schools once the summer holidays are over, but that now his staff will have to go on trying to place the backlog of leavers in jobs.

Essex has the highest August total of young unemployed since the war—again, twice as many as last year. The drop in vacancies is even more dramatic than in London: there are 41 unemployed youngsters, as compared with seven last year, for every vacancy on the careers service books. In addition to the 6,500 registered as unemployed, the county has more than 1,000 of its youngsters in YOPs. The problem had been made more acute by rise in commuter fares, which make it less practicable for the county leavers to travel to jobs in Central London; even if they can get there, the arrival of youth unemployment on this scale in the region which contains the country's biggest concentration of offices and retail training has implications for the economy as a whole. It suggests that the effects of the sharp reduction in manufacturing employment are now rapidly being passed on to the services sector, in recent years the main provider for jobs for leavers.

Apprentice gloom as brakes go on

Garages and road transport firms are taking on only half as many apprentices this year. In Inner London, recruitment has come almost to a standstill.

An informal check made by the Road Industry Training Board with employers throughout the country suggests that the industry will take on little more than 6,000 youngsters this autumn. In recent years the intake has stayed steady at 12 to 13,000, and when the board questioned employers in the early summer they were then still intending to recruit more than two-thirds of the usual number.

Mr. David Barnett, head of the board's intelligence and planning division, says that the picture yielded by the latest check may be overly optimistic since the information came from firms with whom the board was already in close contact and likely to value systematic training.

Pat White, head of the Inner London careers service, says that her divisional officers have almost no vacancies for garage apprentices. Their view that garages have stopped recruiting, together with personnel chief at Jack Barclay Ltd, the Mayfair based distributors for Rolls Royce and Bentley. He says that he has not heard of anyone taking on apprentices this year.

Jack Barclay Ltd normally recruits seven apprentices a year. Mr. Macmillan says that the decision to suspend recruiting is "a calculated risk" which the company, which considers training vital, would hope not to repeat next year.



About three-quarters of the road industry's total apprentice training is in ordinary garages, with the rest in the maintenance departments of hauliers and bus operators.

Many garages are small establishments with only one or two apprentices at the best of times. The cost to the employer varies with the quality and pattern of training he provides; the larger firms with formal instruction programmes reckon it can cost them more than £5,000 for the first year of an apprenticeship, the net cost falling later as the youngster becomes an increasingly useful member of staff.

The maximum training board grant that an employer can get towards this cost is at present around £1,000, as compared with three times that amount a couple of years ago. Mr. Eric Tyndall, director of the road industry training board, says that the end of the Government's special training grants scheme has meant that the industry got only £6m from the Manpower Services Commission this year and will get nothing next year. Two years ago the commission was paying out £16m a year in grants through the board.

Mr. Tyndall thinks that part of the problem stems from employers relying on the Government to pay a large part of training costs and not preparing how to shoulder the burden themselves.

Most manpower experts see the road industry as one of the few areas of mechanical engineering where the demand for skilled men will remain constant rather than decline.

As an emergency measure, the board has decided to spend £1.5m from its own reserves to increase the training grants this year; it believes that if the Government could be persuaded to match this sum, grants could be increased to induce a large number of employers to take on apprentices even now.

But Mr. Macmillan at Jack Barclay Ltd says that in the present state of the garage trade he doubts if the generous grants of a couple of years ago would make much difference to recruitment plans.

Careers officers in London and a number of other cities are particularly worried about the effect of the cuts on job opportunities for black youngsters.

Careers staff urged to weed out sexism

Careers staff and employers are being "strongly recommended" by the Equal Opportunities Commission to rid their careers material of sex stereotyping. The commission's new guidance material, produced before the Sex Discrimination Act 1975, says that discrimination on the basis of sex is unlawful, and that the commission will be taking action against employers who discriminate on the basis of sex.

A handbook published by the commission this week sets out guidelines for the production of non-sexist careers material. It includes a list of non-sexist words and phrases, and a list of sexist words and phrases. It also includes a list of non-sexist careers material, and a list of sexist careers material. The handbook is intended to help careers staff and employers to produce careers material that is free from sex stereotyping.

material should not imply that certain jobs are incompatible with a particular sex.

The commission says that when material containing such references has to be used before it can be replaced, it should be accompanied by a statement that it is intended for use by both sexes and that sections are welcome or that applicants should be encouraged to apply.

A guide to equal treatment of the sexes in careers materials. Equal Opportunities Commission, Overseas House, Quay Street, Manchester, M3 3BN.

Edited by Mark Jackson

features

Improving contact

Alan Weeks suggests that the Warnock Committee's idea of a 'named person' could be of equal use to parents of normal children

Our education is an affront to the individual pupil. Every theorist plays at least lip service to the personal development of the individual, but how can our vast secondary schools, with their great herds of children, hope to notice anyone who is not illiterate, breaking windows or writing symphonies?

Why such a gallmanphry of gambols under one roof? Here we have one management team, including a head teacher with autocratic powers, allowed to administer about a couple of dozen quite diverse and specialist activities.

Classes are too big, schools are too big, but most damaging of all is the great divide between schools and homes. Parents are usually the most important adults in a child's life, but schools treat them as if they did not matter. Fundamental and continuous contact with parents must be achieved if we are to treat their children as individuals.

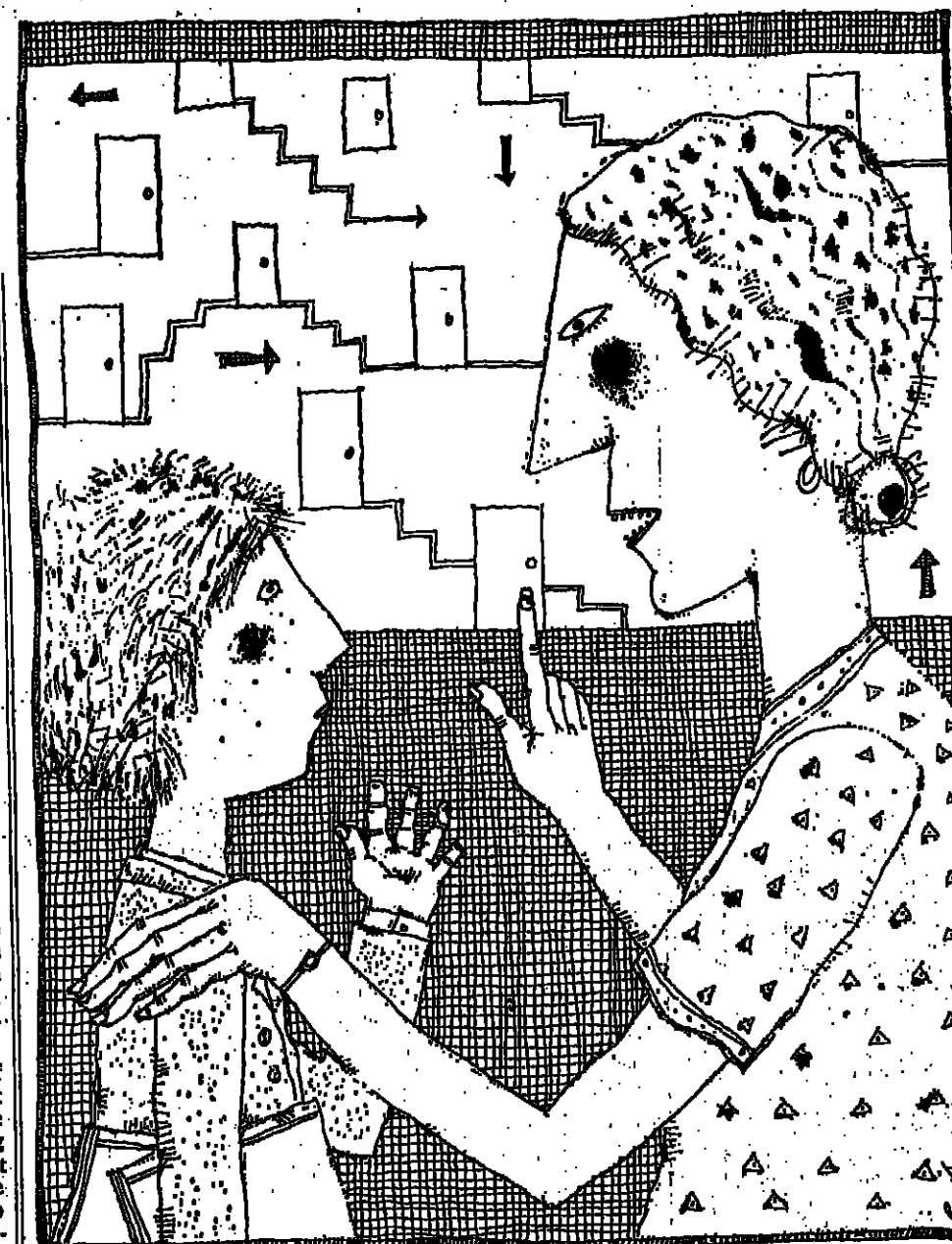
When the Warnock Committee hit on the "named person" idea, it was trying to build on successful practice, that of the social worker with the handicapped child. We look upon the handicapped child as special, and yet if we believe each child is unique, then each child is special. Warnock wanted to integrate the education of the handicapped child with that of the normal child because he recognized this.

If one considers the sterling work of social workers, and the way Warnock explained the named person role, there is little risk of this becoming a Big Brother tyranny. Warnock suggested that the named person will be there for advice and support, that parents were under no obligation to use a particular named person, and that they could still make direct contact with social and educational agencies if they wished.

I believe there should be a named person for every child, working in concert with parents and other professionals, starting as early as possible in the life of the child, and responsible for her or his personal development. A register of trained and approved named persons could include teachers, social workers, other professionals, and respected people from all walks of life.

There are so many trained and/or responsible people, especially women, whose training or talents are wasted. A woman at home bringing up a family could fit in the work. As Warnock wanted, the named person should be well-known to the parents, perhaps from the same background or race, a "single and constant point of contact". Introducing parents to the right services, responsive to their concerns and anxieties, speaking their language and acting as progress chasers.

The named person must be a sympathetic professional mediating the work of other professionals, and developing the role of parents as educators of their own children—a capacity destroyed under the present system. Steven Desmond (TES, March 21) found that in the York Voluntary Summer School pupils experienced their "first serious, honest, and helpful relationship with an adult, other



(Illustrated by Christine Roche)

than (perhaps) their parents". What a condemnation of their schools.

The named person idea would bring an all round increase of accountability, not least to individual pupils and parents, and thus more regard for communities. It would create curricula for individuals, and would constitute a direct attack on deprivation and any unjust inequality of opportunity or social control.

It would assist in the demise of the ghastly industry of external assessment, and would help handicapped and gifted alike, simply because it is a system for helping individuals. It would be a boon for multi-culturalism. Most of all, named persons could help towards relieving young people of unnecessary tensions and frustrations, allowing them to develop skills and attitudes which benefit themselves and others.

The idea could be successful in the system we have, but in a system of primary, secondary and vocational centres, now outline, the work could blossom. Briefly, primary centres would concentrate on basic literacy and numeracy, taking children when they are ready, and relinquishing them when an agreed standard has been reached.

Small secondary centres would concentrate on specific curriculum areas, taking

Primary centres could concentrate on literacy and numeracy, taught through the medium of lively and imaginative material, and at least directed towards higher skills. A reservoir of ideas on the teaching of reading and mathematics at national, regional and local level is there, if only teachers were allowed more time and energy to tap it.

Large secondary schools manifestly fail to develop individual study in arts and sciences, yet remain blessed by curriculum theorists with occult powers, which enable them to produce core programmes for all children for the future. How can they foresee so well? Can they see better for Betty than a responsible professional who has known Betty and her parents for years?

Each local authority, working with various initiators, including teachers, could develop a pattern of secondary centres, eg. scientific centres, environmental studies centres, arts workshop centres, social and community studies centres, design/technology centres, foreign languages centres, sports centres, pursuits and travel centres. Some centres could offer wider or narrower courses, and might collaborate with other centres. Work would range from the elementary to preparation for higher education.

Instead of floundering in giant, impersonal establishments, the history teacher, for instance, would work as a member of a team of history teachers in a more purposeful and convivial environment, administered by an historian with managerial skills, and teaching young pupils, adolescents and adults in an integrated community.

It is a curious system which arbitrarily draws together diverse activities in secondary schools, and then scatters one specific activity, vocational preparation, to the four winds. Our "system" of vocational preparation consists of a conglomeration of poorly linked organizations, often ill-informed and non-specialist, resulting in confusion and frustration.

In vocational centres I suggest we unify careers guidance, the teaching of specific work skills, coordination with scientific, technological, and industrial interests, preparation for higher education in science and technology, and apprenticeship and work experience. Every adolescent should go to them for one or more of these purposes.

All centres should help with teacher training, evaluation and research. In this way teacher training will profitably become more of an apprenticeship, teachers will become more responsible through self-evaluation, and they will have more of a role in the growth of specialist knowledge.

This is the answer to those clarion calls for teacher accountability. The only proper and effective public account is within the terms of possible expertise in a given field of knowledge, and the teaching of it, and not through externally imposed, narrow-minded and highly suspect examination, and test results.

Alan Weeks is senior lecturer in education, St Mary's College, Twickenham.

features

A rich seam

Ken Worpole looks back at the self-education achievements of the Welsh mining valleys between the wars

"Imagine a school classroom in an isolated mining village in South Wales. About 30 intense coal-miners, aged 18 to 40, assembled in eager anticipation for the first lecture of the winter session."

Thus Harold Watkins, an adult education tutor in South Wales, began his book of reminiscences, *Unusual Students*, reflecting on 30 years of adult teaching between 1920 and 1950 in the South Wales coalfield. His very first lecture was not a complete success. Several of the older miners, well versed in Marxian economics and political theory, "said quite frankly they were disappointed in the lecture". Watkins deferred to their criticisms, adapted his style and extended his range of subject matter in accordance with the wishes of the students. He was clearly a good teacher.

He was lucky to have been working in South Wales in a period which produced a flourishing, and probably unique, organic working class adult education movement. This movement flowed from the then rival contributions of the Workers' Educational Association (WEA) and its left oppositionist counterpart, the National Council of Labour Colleges (NCLC).

But it also was substantially contributed to by the direct interest and involvement of the two main institutions of the mining communities' political and cultural life: the Lodge and the Institute. Understanding the social ecology of this movement might help us to re-think working class adult education, so that we might break out of the stalemate which exists.

The physical geography of that area was unique: a number of valleys; each holding several mining towns or villages. Being an industrial communities gave them an exceptional degree of social cohesion. This cohesion had been intensified by the terrible exigencies of accidents, disasters and the permanent antagonism of owners and workers. The almost daily occurrence of fatal accidents and severe injuries was described by B. L. Coombes in his widely admired autobiography *These Poor Hands*, published in the late 1930s by the Left Book Club, which towards the end describes his work as a colliery first-aid man and ambulance driver. Delivering the body of a dead husband and father to an unsuspecting terrace household became routine.

In another of his books (for he was one of the indirect results of the workers'

education movement—a miner writer), *These Clouded Hills*, he describes how, being at home recovering from an accident, he had listened to the Brains Trust on the wireless, and heard a woman Tory MP describe the difference between the British and Japanese ways of life as being fundamentally that "we placed a high value on human life and the Japanese did not". Coombes then quotes his statistics: 1,602,497 men or boys killed, injured or disabled by accident or disease in the 10 years of British mining between 1928 and 1937.

Central to each mining community was the Miners' Institute, usually built and maintained out of subscriptions deducted from the miners' weekly pay packets. The institutes, which invariably contained a reading room and a library, were meeting places, welfare halls, organic centres of the community's political, recreational and cultural life.

As the miners and their families became more political, so did the institutes. As early as 1904, the village of Clydach Vale actually had a Marxian

Club, complete with library. Watkins describes going to teach in such villages as "like going to a remote communist outpost, enclosed in a mountain fastness".

The libraries played a central part in the educational lives of the miners (but less so their wives and children, unfortunately). The Cwmyr Library boasted 7,000 books in 1913, with a particular emphasis on economics and politics. By 1936, the 100 Miners' Institute libraries in the South Wales coalfield boasted 750,000 volumes among them, all bought by the miners' organizations. That the institutes and their libraries played such an important part in people's intellectual and political development is attested to time and time again in the autobiographies, poetry and fictional writing produced by that extraordinary culture.

In *These Clouded Hills*, Coombes spoke with great pride of the institute which served his village: "We have had the Old Vic Company here in classic plays. . . . Naturally when good operatic companies come it is gala time in an atmosphere where music is part of our life. Orches-

tras of national repute, great singers and dramatists all say that their most appreciative audiences are in the mining villages. . . . And about books—well, it seems that our longest queues every week are outside the library when the books are given out. The supply of books could be trebled without slackening the demand. . . ."

Was this the opinion of a labour aristocrat, diverted from political struggles by the charms of a certain kind of cultural snobbery? Not at all. Coombes dedicated that particular book "To the world's workers".

The Mardy Institute, housed in a village known as Little Moscow, in 1925 was the meeting place of the Mardy Communist Football Team, the Communist Dramatic Society, the International Class War Prisoners' Aid Society, the Communist Labour Party, the Independent Labour Party, the Labour Party, the local miners' lodge and a variety of NCLC classes. It also possessed a fine library. Will Paynter, one of the many South Wales miners who went to fight with the International

Brigade in Spain and later became a leading figure in the NUM, recalls the importance the Institute Library had for him:

"After the '26 strike, I had to go back to work nights . . . and I took to reading. Cwmyr Library had probably one of the best selections of literature that you'd find in any library in the Rhondda, and they were good libraries, the old miners' institute libraries in the Rhondda, you know: fiction, serious stuff, philosophy. I gradually gravitated to sociology. I sort of read myself through social democratic writers, Belfort Bax and that crowd, to Dietzgen, Marx, Engels. . . ."

But this was not the highly privatised self-education process which library browsing might seem. What was read at night was discussed the next day—or vice versa. W. H. Davies (not the Super-Tramp, but another miner) described in his more recent autobiography, *The Right Place, the Right Time* (1972), the nightly debates he listened to as a young miner in the Badling Number 2 Pit, in which Dawkins, Free-Will, the ideas of Blackford, Bradlaugh, Paine, Hardie and Marx were fiercely debated.

Such debates were often postponed at the end of the shift and re-convened during afternoon walks on the hills (where they might well have crossed paths with the young Nye Bevan from Tredegar, and members of his informal Query group, reciting Shelley, Keats—Bevan knew *Endymion* by heart—and plotting to gain control of the local council). They might also at that time have met Idries Davies, the outstanding miner/poet who later in the 1930s moved to London for a period, received the support and encouragement of T. S. Eliot, and published several fine volumes of poetry, including *Gwalia Deserta* and *The Angry Summer*.

Davies, sadly, is known today only as the young miner who wrote the poem which Pete Seeger made famous as the song, *The Ballad of Rhymney*. He was certainly walking the hills at the same time as Bevan and Davies, as he recalled in an autobiography note:

"Crawling and sweating away down in the coalface. It was agony to go down this morning. The sun was shining from a clear sky, and from the pithead I could see the mountains shining beyond the streets. I have never noticed the mountains as much as I have this spring. Perhaps because I have been reading poetry, and talking about literature with Eddie. As soon as I had my dinner today, I bathed and went up the field with a book in my pocket. There was nobody about so I went to read some of Shelley's poems as I lounged in the grass."

Another significant writer of that period and place was Lewis Jones, whose two documentary novels about a South Wales mining community, *Cwmyrdy* and *We Live*, have recently been re-published. Watkins's classes are mentioned by several men in their autobiographies, as is the educational stimulus of other forms of evening class, weekend and summer schools. Davies praised Watkins for the way he ran his economics classes as "more or less seminars in which open discussion played a large part".

Great tribute was also paid to the student conference which Watkins organized under the auspices of the Glamorgan Education Committee every year between 1922 and 1942, at which students presented papers based on their own research and study into economics and politics, particularly that affecting the mining communities. It was a kind of organic history workshop.

The geography of the valleys contributed to a strong sense of republicanism. Such an environment many people have used to explain the working class of South Wales felt towards anarcho-syndicalist Spain. Even Communist discipline was tempered by an anti-authoritarianism, to the extent that Lewis Jones, miner, party member, novelist, alone of all delegates to Comintern meetings in Moscow would refuse to stand up when Stalin arrived.

The constituencies naturally produced their own MPs, rather than accept them from the approved list of Oxbridge candidates sent round by Transport House. But even then, as Leo Abse noted, to the miners, "Westminster had always been unimportant, for the local lodge was the real centre of power. The House of Commons had so often in the past been used as a dumping ground for those in the union who were supernumerary, awkward, or even slightly senile."

It's possible to see that this strong working-class educational tradition was rooted in two important understandings of what education was about. The first, that it was based in self-created and managed institutions, centres of local cultural identity and local power—the Miners' Institutes. The education provided was committed to understanding the economic deprivation of the lives of the miners and their families. People wanted to know what it was that oppressed them and frustrated their attempts to live complete and rewarding lives.

Secondly, it is now possible to see that the Miners' Institutes were already seeing the importance of education as a form of cultural production. The choirs, the dramatic societies, the encouragement and support given to people's self-expression through the various forms of writing, produced a strong sense of education as a sustained project towards cultural identity.

Much of what we now know about the Miners' Institutes and their libraries is the result of the setting up of the Coalfield History Project by University College, Swansea, in 1974, which led to the permanent collection of books at Swansea, the South Wales Miners' Library. A new and detailed history of the South Wales Miners' Federation, *The Fed*, has just been published, and provides an excellent context for understanding the relationship between trade union activity, community and education.

The economic difficulties of our own times, not dissimilar to those of the 1930s, might ironically concentrate our minds on recreating a tradition of working-class adult education which addresses itself to the deep and long-term interests of working-class people.

features

The world as an open book

Roger Housden visits Emerson College, which trains teachers for Rudolf Steiner schools

"The trouble with Emerson College is that the days are so packed one has hardly a moment to come back to oneself. I must admit, though," said the same student soon after I arrived, "that I wouldn't know what to leave out." Forty-eight hours later I understood what she meant. Emerson College was founded in 1962 to apply the insights of Rudolf Steiner to the area of adult education. Steiner was a spiritual philosopher of about 50 years ago, whose original research into the nature of man has been a touchstone in fields as diverse as agriculture, medicine, music, art and architecture.

The college now consists of an estate and farm of 250 acres, and has a full-time student population of around 150, drawn from more than 20 countries. It is named after Ralph Waldo Emerson, in emulation of his earnest desire that "the world might be an open book, and every form significant of its hidden life and final cause."

People come to the college from all walks of life; apart from teachers from the state systems of a variety of countries, I met a sound technician from Finland, the financial adviser of a big corporation in Australia, the chief salesman of a Canadian aluminium company, a Swiss glassblower, and a cellist from Brazil.

Many will return after a year to their previous jobs, though probably with a fresh and perhaps even radically different outlook on life. Some will take a complete change of direction in the light of what they have seen at Emerson; others will follow one of the specific practical trainings offered in the second year.

The first year starts from a quite different standpoint than that of a normal adult education course. You do not come to Emerson to gain another qualification for your curriculum vitae—it does not give any qualifications. Neither do you come to gain another skill or technique on to the existing pattern of your life. Students enrol here in a process in which their own lives play an integral part. They are encouraged to participate in the subject in hand in such a way that it reflects aspects of their own life and life as a whole, that they may never have envisaged before. One is unlikely to do this and remain the same.

The day begins with a lecture on some aspect of the human being, and its relationship to the environment. The lectures are given in a series of blocks, which may last for up to a month. On a series might, by intelligent man, vision of himself as seen through art, or perhaps music; the next might take a view of history in the light of evolving human consciousness, another might inquire into the past, present and future of social relationships. After the lecture, students split into small study groups to develop a collaborative understanding of Rudolf Steiner's view of the spiritual basis of life.

In the first term everyone is introduced to the afternoon to the world of colour and form by courses in painting and modelling. In the following two terms one can specialize in any of a number of arts and crafts: from spinning and weaving to puppetry, woodwork, gardening, pottery, bookbinding, speech and drama, or creative writing.

Having used one's mind in the morning, the "feeling life" is evoked in the afternoon. It is often not long before students are facing themselves in unexpected ways.

"After just a week at Emerson, I wanted to run straight back home," said Cleo, a teacher from California. "I enrolled after being inspired by a visit to a Steiner school, but I had little idea of what I had let myself in for. Everyone seemed so creative, and it just wasn't me. I felt, all this art and craft and self-expression. I held out, though, and came in a while to realize that many of these

"creative" people felt just as I did. The art classes have served as a means for my coming to terms with a sense of personal inadequacy that I have never really faced before."

The more structured training is set against the overall background of life in a multi-national community, which itself is an integral part of the learning process. At the weekly house meetings people might sing, give a musical performance, tell a story, share some personal experience, or give some deeper understanding of life in their country of origin.

Students of both years share the work of maintaining the College, including all the catering, cleaning and garden work. Consequently no domestic staff are employed, and costs are kept low.

Those who stay on for a second year have the choice of specializing in the fields of painting, sculpture, eurythmy (a form of movement), biodynamic farming, or teacher's training for the Steiner schools movement. After the emphasis of the first year on exploring one's attitude to oneself and extending one's vision of life, the second year offers practical ways in which one's broadening sense of scope might be expressed in the everyday world.

The painting course, for example, starts from a broad base of theory and practice, and is gradually oriented towards the use of art as a therapy. The agricultural course caters for working farmers and gardeners, intending teachers of gardening, and co-workers in curative institutions. The year includes a detailed study of Steiner's lectures on agriculture; seminars and projects on ecology and life sciences in relation to the biodynamic approach; plant and animal husbandry; and economics and social studies.

The teacher's training course serves principally to staff the Steiner school movement. This has doubled in the past five years; there are now more than 200 schools worldwide, with 15 in England. All the schools are coeducational, unstreamed, and take children from kindergarten to 18.

Although in England they prepare entrants for O and A levels, and though results are comparable to those of other mixed-ability schools, the curriculum is strongly protected from being purely exam-oriented. What is of more concern than exam results is that the individual's capacities are encouraged to the full, be they social, academic, artistic or practical.

For years this has been the concern of a minority; this century has seen the desire of parents for their children to "get on", gathering more and more momentum. However, it is becoming increasingly difficult to envisage where they will get on to, and the more pressing need seems to be that of becoming a better human being. One reason, perhaps, why the alternative offered by Steiner schools has been attracting more interest.

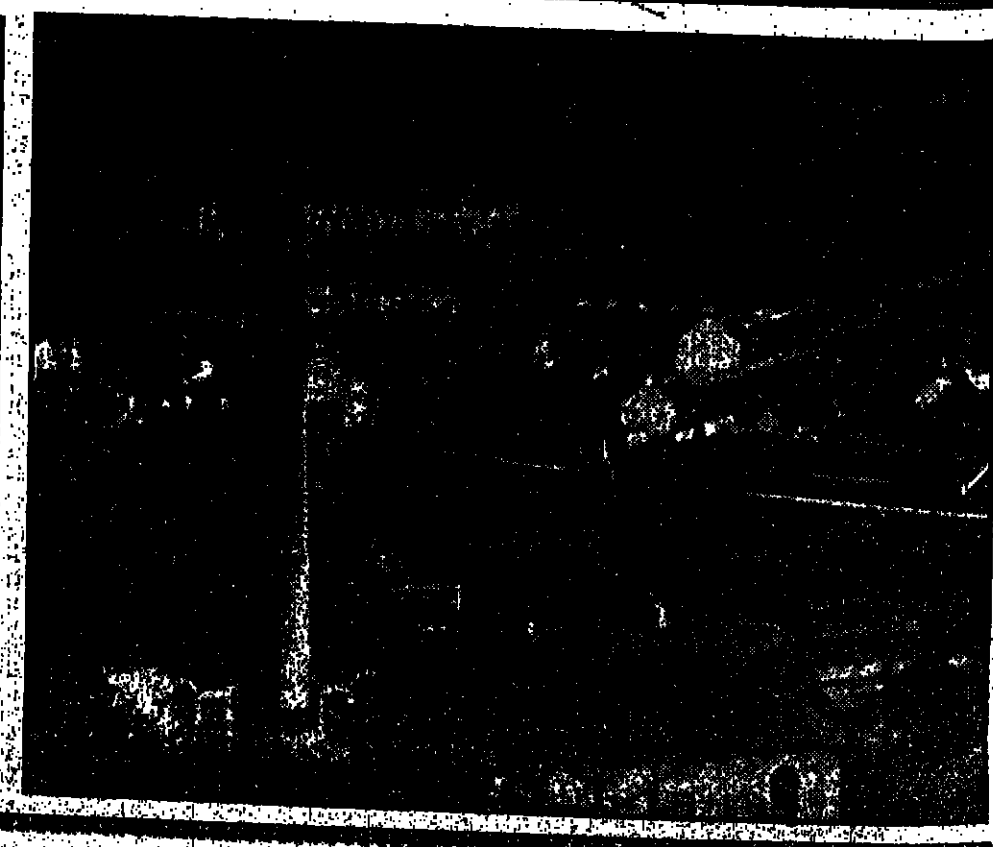
The college is run by the body of staff, with an elected council taking final decisions. The student voice, too, though, has a definite influence on the running of the college, and nearly every year, said one staff member, "the new students want to raise the same questions that have been put by their predecessors. Though it is tempting to tell them that we have already thrashed out their point, many times before, it is certainly part of what they are here for, to experience the nature of these problems for themselves."

Besides the perennial discussions, however, the student body contributes to policy changes at Emerson almost every year. It was through their initiative, for example, that the maintenance of the college became an integral part of the course.

Difficulties in such a close-knit community are inevitable. Staff and students seem to agree, though, that in this age of apparently gathering gloom, Emerson College is a deep breath of fresh air.



Above: the Park and Dery Workmen's Hall at Tredegar, South Wales. Miners' institutes and libraries and reading rooms and were used for lectures, meetings, music and drama. They were financed by the miners. From left: Tredegar Workmen's Institute; the Aberdare valley; and the Oudkale miners' institute.



Marion Glastonbury reflects on the relationship between the sociologist and his object

জাতি

e-books

Hugh Montefiore

The penultimate chapter deals with the ethical arguments deployed from 1920 to the present day, and in particular with three recent Reports, from Roman Catholics in the US, from the Methodist Church, and from the Church of England's Working Party of which Mr Coleman was a member. He permits himself a modest seven pages for conclusions, adding with a plea for an interim ethic, understood either as a shift in the limits of tolerance or as a recognition of diversity within the

Edited by John Prickett

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Fr Gerard writes more modestly about moral decisions in general, seeking to clarify issues rather than to argue. He looks for the answers through the lenses of Christian thinking, between faith and theology, between the imitation of Christ and faithfulness to the Church's teaching on conscience and authority. With good reason, he seeks a framework for Christian morality. The basis of correct moral decision is "those principles which are based on the correct information which is based on the pattern of life, and consequently on our desires, for it is only when we want that our fulfillment depends. If morality is not so dependent, it is not morality." He, despite the recent Vatican declaration on Sexual Ethics, how every grounds, the author would say, every relationship a full homo-

Phylla Vennart

Martin Fagg

Discussing what he terms the prehistory of Jacobitism, the author shows that it was not so much the theory of divine right as attachment to the hereditary principle that provided the doctrinal fuel for attempts to unseat William III and his successors. Only a few extreme Jacobites, he claims, went all the way with divine right if divine right was synonymous with royal absolutism. The importance of primogeniture and of unbroken descent exer-

William Mayne's American sojourn produced one of his best books of recent years, *The Jersey Shore*. Now a visit to Australia has similarly revitalized his prose. *Salt River* Times is a joy from beginning to end; once, that is, the reader has

Jacobite sentiment was further fanned by the cynical machinations attending the passage of the Act of Union in 1707, which hardened the misgivings of those not initially unsympathetic to union in principle into concrete disaffection.

Bruce Leeman attributes the English participation in the '15 to two main factors: the despair and frustration of the Tories consequent

Hilary Wilce

This "state of the subject" surely does little to dispel such doubts. There is much agonizing about demarcation lines. "In Patnam's (1978) view there is little that can be distinctively recognized as recreational geography, and he regards the field as neither inter nor multidisciplinary, but extra-disciplinary, though he recognizes that there is a geography of recreation and a distinctive geographical contribution" (1973a), writes J. T. Coppock, concluding "on 'The geography of leisure and recreation'".

But that is the precise value of
his book. Geography is a vast
scope of a subject, and these 13
staple papers tell those toiling down
the furthest reaches, of one arm
that is going on in all the others.
and if more detail is needed than
is given in these brief chapters,
reference lists point the way to
further study.

The first half of the book is the
"history" of the title; a work-
manlike account of the development
of British geography and the Royal
Geographical Society's role in RGS

Nell Philin

Robert Béar

How many people know that Luis Buñuel the "guerrillero de la creación artística", the "moralista sin moral" has been deaf nearly all his adult life? Notwithstanding Buñuel's denial, doesn't his disability explain to some extent "la fealdad especial, una trepidación abrupta en las conversaciones; música fragmentada e incongruente, silencios, pausas, ritmo de un mundo misterioso en que 'hombres y mujeres se lastiman, envueltos en manteniendo

Edwina Burness

George MacBeth in his introduction to *Poetry 1900 to 1975*, an updated version of his *Poetry 1900 to 1965*, shows how it is possible to suggest ways of approaching literature without patronizing one

readers. What is lacking from the poem, then, is not illumination if a trifle wordy introduction is an explanation for Macbeth's choice of poets (the, of course, word adds little to our understanding of this) and a brief outline of the changes and developments in the poet's life over the last seven or eight years. The poems selected give a good indication of each writer's abilities, but one might wish for less, Benjamen and Graves are rather more; any Lawrence at all. Muir. The inclusion of Hardy is a valuable addition to it, and the last poem serves to indicate as MacBeth points out, changing literary taste.

The biographical notes which preface each writer's work are on the whole adequate, although Hart would certainly have been surprised to learn that his first wife's name was Emily. The notes on the poems present the editor's "view of an poem's central subject" and should apparently be read as a "straightforward narrative: from beginning to end". This subjective approach succeeds only up to a point; M

Language. By S. Goldenberg, Griffiths, J. Lee, M. Sandra. Hutchinson 90p.

which social status and power affect speech is the importance of reading and writing for a society daily bombarded with print.

Illuminating illustrations, examples, commentary and exercises make this a highly commended book, especially useful in conjunction with the *Traveller's English*.

language series on which it is based. Question after question is thrust up: "You can start by questioning the ideas in this book." "Why black so often taken to mean 'foreign'?" "How about German lady layin' up in Buckingham Palace?"

In his preface Fernando Alegria of Stanford University refers to his *proposito didactico*—this he has achieved in the best sense of the word. Whether there is such thing as *la litterature engagee* distinct from pure literature, and whether abstract art is unrelated to life are questions which the author does not even consider. For the writers and artists here depicted are all outstanding representatives of a certain "actitud humanista," the latter embracing with no clear dis-

Chess from Square One. By Tom
Miles.
Ball and Hyman £3.95.

Adults, too, will find this book valuable, especially since learners are encouraged to work out for themselves the why and wherefores of play. The text is kept to an incisive minimum, attention being focussed on learning to play and using it in various pieces through the moves given games. Throughout, the algebraic notation is used, but

The book is pleasingly free from lists of various classic openings which so often only make the game more forbidding to the beginner than it need be. Instead, a sound interest in control of the centre is inculcated.

Read and Write in Black and White.
By Opal Dunne
Macmillan. Workbooks 1-4. 65p each.

Black and White are two rather stereotyped little male and female cats who are illustrated on every page in amusing antics relevant to

the language exercise, providing pictures to be coloured in by a class whilst the teacher can concentrate on working with individuals. The female cat, White, is a pretty little thing with a polka-dotted bow in her hair which she is wearing in the hair cream, driving inadequately on a six-legged steed in admiration for Black's mischievous little animal companion, whilst he jumps through a hoop. Female figures throughout the books are characterized by a ribbon in the hair, smirking smiles and fluttering eyelashes;

However, teachers will find this series a useful resource, as there are structured activities on every page, with brief teacher notes at the beginning of each activity. The form of many of the activities is in the form of games, songs or conversation exercises. The Introductory Book contains careful instruction and preliminary exercises on using the Roman alphabet, the emphasis being on the letter formation which would be particularly useful for teaching childrens accustomed to another script or learning to write for the first time. All the workbooks lay emphasis on handwriting with many useful exercises.

Pat Cochrane

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ADRIAN HOPE reports on developments in audio technology, and on the ways in which audio manufacturers are countering "the video threat"

Pioneer, a Japanese hi-fi company now selling Philips-format laser disc players in the United States, also demonstrated players at Harrogate, but, whereas the Philips players are

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"The lack of time given to issues of world development, they say, 'Could be interpreted as bias. The balance of programme in broadcasting as a whole was heavily in favour of existing structures and modes in Britain and the west. This was particularly so with BBC programmes.'"

The average of only 1.5 per cent of school broadcasting time devoted to world developments was felt by the broadcasting group to be seriously low, since these issues may be expected to have at least as much effect on the future of people in Britain as on national trends and events. Although there is a good case to be made for focusing education firmly in the indigenous culture of the pupils, the average of 1 per cent which related to developing countries was also considered low—particularly as the indigenous cultures of young people in Britain are quite varied.

The report complains that in programmes on world development the portrayal of interdependence "concentrated more on issues crucial to the industrialized nations, such as the threatened oil supplies. There were few programmes on population growth and the distribution of income in a global context. The impact of the Western technological revolution on developing countries and vice versa was

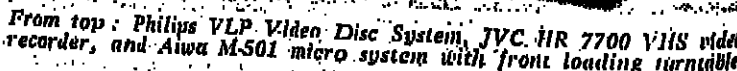
colourspace-coloursound" calls itself "an exhibition", but the description has an altogether too pompous feel. Barefooted participants, dressed in long robes, wander through a very large labyrinth of rooms, accompanied by coloured cubes to which is accompanying experimental, improvised music described by one of the participants as "smulating" acoustic space.

The effect after a while is disorienting, and happily disorienting, and the configuration of cubes and their colours distorts the sense of perspective; the corridors look like funnels and the colours wonderfully luminous.

For adults the success of the exhibition probably depends on how many are willing to go along with the experience. For children, with their bricks which are compehensible to Lego but cost only about half as much, are being produced by the Happs Dada Co Ltd of London, the Happs Dada bricks are available in the children's section of

C. Colourspace-coloursound? was
visited by Maurice Agis, an
artist specializing in inflatable
musical compositions were pre-
ceded by people at the Centre
for Surrey University. It can be
found on the National Theatre
over Terrace on the South Bank
at September 6 (open every day
from 10 am to 8 pm). 50p for adults/25p
for children. Children under 5
free.

Kliver tubes containing a selection
over 500 bricks and, have, will
of particular interest: it schools,
will sell through educational
also



The Poetry of Thomas Hardy, also by M. Cronin, has a similar format. With no reference to diaries and letters this is a literary autobiographical piece. It sets out to illustrate the continuing theme in Hardy's poems which come together, it is argued, in the elegy written after the death of his wife. The readings, which again make the greater part of the book, are actually in chronological order of Hardy's output. There is no reference to date of composition in this approach, echoes the theme presentation while underplaying development of Hardy as a poet.



This is done competently, sticking close to traditional Eng. Lit. values, which means that—as so often in this enclosed garden of criticism—the meanings of the play seem trivialized and unconsidered, so that outside its own terms the reading is unrewarding. If it was

You need to understand French to get anything out of the others. T. Unwin leads a gallop across romantic French literature in search of a paradox of the *l'homme à deux*, suffering, caught in the Weltanschauung of romantic irony where self-perception and illusion are the only reality and the only escape from it too. After touching on almost all the major writers of the early nineteenth century in France, the discussion finally focuses on Adolphe and Julien Sorel who come in for some slightly less ver-

1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

On the first side of the tape, Woody discusses two poems by Pound (again, you need French to follow his comments) in the light of what he calls the poet's explanation of how he's going to be received: a sense of an audience, which contrasts with approaches which rely on a sense of the poet as a person with intentions which the poem embodies.

choice allows him to indicate the leading of the poems as expressions of value systems, the ideas of particular places or periods, rather than as social documents. On the strength of this same point, it seems that these tapes have more limited applicability than their publicity suggests. They are too vague to be teacher substitutes or back-up, and too diverse to be welcomed into libraries. What they remain highly specific, as the Aural Comprehension Tests and the Alternative O level syllabus continue to fill a real need and fill it well. But on the whole, they are disappointing.

The International Year of Disabled People is 1981 and as an introduction to it, the Muscular Dystrophy Group of Great Britain are this week distributing a new resource pack on the subject of muscle.

The pack deals mainly with healthy muscle though it includes information on muscular dystrophy. It contains a wallchart, teaching notes, a quiz, and suggestions for sponsored events, suitable for schools and clubs.

What is worthwhile in the past are the—ah, all too brief—readings by Judi Dench and Timothy West. These skilled actors do manage to convey, within the limited time allowed, something of the fire, rage and subtlety which do, in spite of all the excesses of the *Shakespearean Britannica*, make Shakespeare England's greatest poet—and one who has something to say to everyone.

search work of the Group. Apart from the usual activities such as walking and swimming, ideas for sponsored events include wellie-throwing and roller skating racing. Further information about the pace of the Muscular Dystrophy Group can be obtained from Chris Carnie, Schools Promotion Officer, The Muscular Dystrophy Group of Great Britain, Natress House, 154-156, Tottenham Road, London NW4 6PL.

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EMENTOS OF BATH

Cracking naphtha

Cracking naphtha is a process which provides the chemicals to produce road signs, paints, furniture. Naphtha, obtained from oil, is cracked to make methanol, butane, benzene and ethylene. A six-page colour booklet, "Cracking naphtha", explains how oil is extracted and cracked, and describes many of the products which result from the process. It could be obtained by showing

It could be helpful in showing middle or early secondary pupils some of the links between science and the familiar things which are used in their lives. *Petrochem in our Lives* is free on request. The booklet can be obtained from BP Chemicals Ltd, Belgrave House, 76 Buckingham Palace Road, London SW1W 0SL.

Conservation

The Conservation Trust has revised and extended its popular series of *Study Notes* for teachers and students.

Study notes set out to provide suggestions for practical work and sources of further information on a number of environmental topics. They are intended for use by teachers in lesson preparation and by pupils and students for material for essays and projects.

A full list of study note titles, with prices, is available from: the Conservation Trust, 248 London Road, Barley, Reading, RG6 1AJ. A sample set of 16 titles including the latest (*Study Notes on the Biosphere*), costs £2.50. Substantial discounts are offered for bulk purchase, says the Trust.

OU programmes

Forty-two Open University programmes on sciences, sport, and other education are now available from Guild Sound and Vision. It ranges from £35 to £65, depending on the content and programme. Available on U-matic, VHS, Betamax and Philips VCR formats.

Announcing the new releases, John Dent, a director of Guild Sound and Vision, said that the company considered that, as so

Full details of the titles now available from the Education Division, Guild Sound and Ltd, Woodston House, Oundle Peterborough, PE2 9PZ.

The Roman Bath

Designed by
John Housley MA
(UK, A)



Price £3.50 plus postage 93p.
Overseas mailing undertaken.
All profits reduced costs accepted.



Baths

For a full featured
model LR - 1/16" thick
Printed on your bill and in
Printed on the other. Easy to follow

...all known facts including the spiritual soul to the great bath.

ELEMENTOS OF BATH

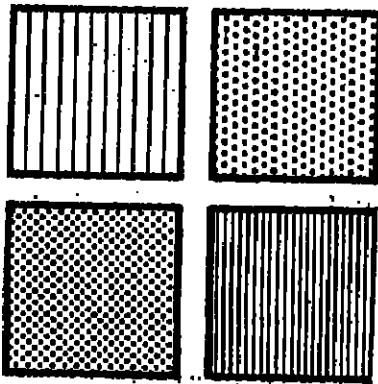
The Pump Room, Bath, BA1 1LZ. Tel: Bath (01225) 66766

resources

Black dots and parallel lines

by P. J. Ryde

A quick and simple way of adding tones or shading to selected areas of a thermal copying master instead of ruling dozens of parallel lines, involves two stages. The materials have to be prepared first, but in 15 minutes you can produce enough to last six months. The second stage, adding the shading to the map master, can be done very quickly indeed once you have the materials.



The basic materials are: a heat copier, a supply of thermal carbons, and one or more sheets of Letratone, a transparent adhesive film with an all-over pattern of black dots or parallel lines. To make pattern carbons you simply run the Letratone (with its backing sheet) through the heat copier together with a thermal carbon unit, producing what is in effect a spirit master of the Letratone pattern.

The copier should be adjusted to give a bold image without blurring the pattern. Once the correct setting is found, pattern carbons can be run off in any quantity. They do not appear to deteriorate in storage. Letratone may curl if passed through the copier many times in succession, but it flattens as it cools.

The spirit master is made in the usual way, but leaving out any lettering or other detail that is to appear inside the area to be shaded. A pattern carbon is placed face up on a smooth hard surface, and the spirit master is laid on top of it. By burnishing the

upper surface of the master, the design of lines or dots can be transferred rapidly. Finally the master is replaced on the normal carbon and the rest of the lettering is added. If reasonably bold, this will stand out clearly against the shading on the final copies, but small detail will show up better if you leave a window in the shading.

A medium ball point pen is a suitable burnisher for small intricate sections, but for larger areas a rather blunt 11B pencil is better. It speeds up the work and does not buckle the map master. Any area of the pattern carbon can be used once, but an A4 sheet is usually enough for several maps each time so as to use the carbon pattern systematically.

Letratone (made by Letraset)

comes in 10in by 15in sheets, which may need trimming to fit into your copier. The catalogue shows more than 300 patterns, many of which are simply lines or dots in various sizes and spacings. LT 68 (close parallel lines) and LT 904 (dots) are useful patterns to start with. For very large areas, LT 66 (more widely spaced lines) and LT 911 (bigger dots) are suitable. Chartpak Shading Film is similar to Letratone, but comes in 9in by 12in sheets. The range of patterns is smaller, but quite adequate. PT045 is close lines and PT085 is dots. People who want to start with one sheet only will find a line pattern more versatile than dots. These can be used at various angles on the same map, and will also make grids if transferred twice to the same area.

Letratone or Chartpak can be ordered by the school art department or from commercial artists' suppliers. It is expensive (Letratone costs about £2 per sheet) but used as described it is economical.

The method outlined here has two limitations. The first is that the shading can only be done in purple because thermal carbons are generally available only in that colour. The second is that the transferred pattern on the finished map master is not good for more than 50 to 60 copies. Both limitations might be overcome if a manufacturer were prepared to take up the idea and produce ready-made pattern carbons in say blue, red and green, offering one dot pattern and one line pattern in each colour.

For Queen and Empire

by Mary Anne Woolf

Queen Victoria
Class pack by Tom Corfe. Illustrated by Edward Ripley.
Published by Cambridge University Press. £3.00.



The title of this pack does not adequately convey its range. Although it uses the Queen as a focal point, it aims to cover the whole of British society during her reign, touching on the empire, social reform, pastimes and family life.

Perhaps most suitable for a "patch study," it is also designed to be useful in other approaches to teaching history, whether as part of integrated studies or in following a "line of development." In the latter approach it could be used in conjunction with the other units in the series, "History First," of which it is a part. All the packs are intended for children aged eight to 13.

The pack contains three pamphlets, 12 workcards and teacher's notes, all nicely produced. Also available separately is a well illustrated, showing Queen Victoria opening the Great Exhibition, and spirit masters for the main illustrations on the workcards.

The pamphlets are slim and colourful. Intended for children's use, they are illustrated with drawings, photographs and reproductions of contemporary paintings. The subjects are, Queen Victoria, The Great Exhibition and Windsor Castle. They are readable and informative and convey something of the mood of the period. They are rather brief and additional sources of information would be required.

Each workcard has three sections: the first, a small drawing and some meagre information; the second, a main part a picture to colour with instructions as to suitable colours and any questions; the third, a host of things to do.

including mining, drawing, dolls, writing and acting plays. The workcards are on top which are the same throughout the series, for example, transport homes and churches. The other cover topics deemed important, this particular period.

The teacher's notes enthusiastically describe numerous ways in which the pack might be used. It provides a useful bibliography of some extracts from Queen Victoria's diary. A note of caution is soundly made: "The teacher should be aware that the pack is not a substitute for the colouring. They say, 'it should be done thoughtfully, accurately and grate that a gentle child might find this a boring and pointless occupation'."

The educational value of colour is, at best, controversial and it is worth pointing out that the number of children were going to the pack. Furthermore, a child could only be expected to do one or two of the things to do.

The workcards make up the bulk of the pack and yet would seem to have a very limited usefulness in the classroom. Used judiciously, they could be disastrous. However, they are many interesting ideas in the teacher's notes and among the best activities on the cards. It is a pity that these very ideas are not included in the pack. In spite of its drawbacks, could be the basis of an imaginative project, involving much co-operation and discussion.

Testament of dramatization

by David Self

Stories from the Old Testament
Volume 1
By R. H. Lloyd
Cassette and booklet
Routledge and Kegan Paul, £6 + 50p VAT

As it says in the handsome little booklet which this cassette, "Over the past few years the Bible has been used less and less as a source of material in schools. This is certainly true of the Old Testament, and any attempt to make its stories relevant deserves a welcome."

The Rev Mr Lloyd's background in the four stories dramatized on the tape are certainly promising. The story of Noah's Ark is used as an illustration of the misuse of power and of how authority can be abused.

As so many audio tapes are little more than one-way narratives, I may seem foolish to criticize the cassette. But it is a pity that it is not more than a one-way narrative. It is a pity that it is not more than a one-way narrative. It is a pity that it is not more than a one-way narrative.

It would be nice to report that the tape lives up to expectations. But it has been dramatized in the style of a radio play, with a lot of sound effects.

Telescopical construction manual
Make Your Own Telescope
By Reg Spiv
Sidgwick & Jackson, 55s

Anyone interested in astronomy will be interested in this book. It is a book about making a telescope. It is a book about making a telescope. It is a book about making a telescope.

Reg Spiv's solution is simple. It is a book about making a telescope. It is a book about making a telescope. It is a book about making a telescope.

Good habits

ANDREW PEGGIE reviews 'Music Time for Teachers'

ETV
Music Time for Teachers:
Programme 1, June 2, Sept. 15,
10.15, BBC1, Sept. 16, 4.00 pm
BBC2
Programme 2, June 3, Sept. 17,
4.00 pm BBC2, Sept. 18, 2.15 pm
BBC1

Television broadcasting is a medium ideally suited to the kind of basic in-service assistance that non-specialist primary teachers require from time to time. The two BBC 'Music Time' programmes for teachers are therefore welcome—doubly so since they succeed in offering practical advice and help with topics frequently avoided by the primary school teacher.

Programme 1 deals with singing and percussion accompaniments to songs. The songs, naturally, are taken from other programmes in the series, but previous knowledge is not a prerequisite. In fact, initial sequences examine the problems of choosing suitable material and in practice the teacher is encouraged to adapt the songs to suit his own class.

While the major hurdle of how to get the children singing in the first place is ignored (presumably the classroom programmes are sufficiently inspiring), common sense is highlighted within the context of a number of music lessons with one class.

Implicit in the programme is that the establishment of good singing habits—no "growing" of verses and the like—is a long term process, and while attention to these problems could hardly be adequately covered in 15 minutes or so, the non-specialist should draw comfort from the fact that they are common to all classes and not a result of his or her inadequate experience.

Adding percussion accompaniments to songs is an activity

viewed with apprehension by many a trained music teacher, let alone non-specialist and the essential point here is that children must be trained to internalize simple rhythms if they are not to bang away on every syllable. There are plenty of hints given as to how to do this. The even more daunting prospect of too few instruments is mentioned and tackled, moreover, neatly as a simple problem of classroom management.

Programme 2 deals with similarly formidable areas—describing sounds, composition and graphic scoring, but in such a matter-of-fact, non-technical way as to remove any aura of mystique surrounding the acts of composition. Producer Elizabeth Bennett seems to have balanced nicely the requirements of practical suggestions, conceptual understanding and the need to offer something of real musical value in such lessons.

Sounds can be long or short, loud or quiet, fast or slow, high or low. How to differentiate, balance, modulate and juxtapose are basic problems of composition which are illustrated graphically and in practice during a lesson, again with minimum fuss and no concessions to the mystiques of musical notation. Conventional notation, in fact, is the one topic not mentioned in the two programmes. Musicians might object, but for inspiring the non-specialist teacher, the decision if it was a conscious one, is to be applauded.

Programmes such as these help to prove the validity of television as a means for music instruction, and it need hardly be said that the format—introduction, problems, practical examples, possible solutions—the design, editing and production, all contribute positively to the object of the exercise. Well meaning compilers of instructional video-tapes take note as to how it can be done.

Listen with nostalgia

by Frances Farrer



There can be very few people between the ages of 22 and 35 who never heard the clipped but comforting tones of Julia Lang, who are unmoved by the name of Daphne Oxenford, whose eyes do not mist at the memory of George Dixon and Eileen Brown, giving "Ring a ring o' roses" in close harmony, and for whom the immortal question "Are you sitting comfortably?" holds no meaning.

The sentiment that surrounds one of Auntie's earliest creations is both a strength and a weakness for *Listen with Mother*, which celebrated its thirtieth birthday earlier this year.

Parents who loved it offer it to their own children and so help to keep alive an aural tradition which is generally held to be very nearly dead. But many of them are intolerant of the slightest change in format, and write furious letters about foreign accents (Scotts), innovations (two storytellers instead of one), music (including jazz, folk and innocuous pop alongside classical), and frequent changes in timing (1.45 pm, the first and best, was lost some years ago).

Listeners tend to like the stories even though content and bias have changed. Jacko the monkey (pronounced "jacks") a household pet "the size of a ball or a teddy bear" (pronounced "tidy bear"), whose character was one of Julia Lang's best effects, has been superseded by creatures such as the Gobble Gobble Gormy, who is outwitted by the determined tactics of a young rabbit.

But the radio, which has been replaced by television, is still a powerful medium. It is a medium which can be used to great effect. It is a medium which can be used to great effect. It is a medium which can be used to great effect.

Taking chances

IAN PATTERSON on interpretations of risk

BBC OU
Just genes for Judy, August 12 and 16
Jackson Pollock: what kind of risk? September 2 and 6

Taking things seriously comes so naturally to everyone in education (except, students) that most ordinary modes of human behaviour are excluded from the processes of study. But the open university Risk course, now approaching completion, has offered a number of television programmes which have been daring, determined, outcome and an on can usefully be applied to the discipline boundaries. The two latest are linked by a concern with kinds of openness to unusual ways of looking at things.

Just genes for Judy is a sort of play about deciding what to do next. It has been offered a full time job after some years of being at home with young children. What will her husband's reaction be? What changes in life style will follow the decision? How can the teacher of genetics and justice which she is involved in as an OU tutor help her decision making?

With the help of John Maynard Smith she tries to unravel the neo-Darwinian view of social evolution as it affects her as a woman. She looks at John Rawls' view of social justice. She rings up both men, and their voices cut through the fiction in an almost surrealistic way. The play veers into fantasy as different possibilities of action and response are played out between her and her husband.

There aren't any answers, since theories can't be applied directly to her situation. What we get are better questions, and a more critical look at the ideologies. The programme swings between being ingenious and good and being dull and even higher, particularly when Patricia Judy makes the whole thing too seriously.

Jackson Pollock, the subject of the second programme, said his paintings were a halfway state between easel and mural painting. He was the trailblazer for Abstract Expressionism, and after 1947 made his paintings by placing the canvases around them, dribbling and spotting and dropping the paint on in a series of rhythmic gestures. "It is only when I lose contact with the painting that the result is a mess", he wrote, "otherwise there is pure harmony."

It would be banal merely to suggest that this is a risky way to paint. Charles Harrison talks about Pollock in this programme and he is interested in how far the concept of risk (which he takes to include concepts like chance, accident, determination, outcome and an on can usefully be applied to the discipline boundaries. The two latest are linked by a concern with kinds of openness to unusual ways of looking at things.

Exchange and Divide
BFI Production Board
50 minutes, colour
BFI Distribution Library, 127
Charing Cross Road, London WC2
Hire charge, £22.50

A film that raises complex questions about the role of women in the family and at work, dealing with women's economic independence, earning capacity and training, and how these are limited within the traditional framework of marriage and motherhood—as well as relating family law, systems of ownership and inheritance of property to history and economics.

Yet *Exchange and Divide* is engaging and enjoyable. It manages to be instructive without being didactic, while avoiding any facile explanation of the issues involved. The sustained use of irony within a carefully worked structure that shifts constantly between fiction and documentary styles of filming, and makes skillful use of still photography, opens up a fictional narrative, yet opens up a central character of Kenneth Carr, a successful young executive who works for a multi-national company and is facing the prospect of divorce and separation from his children. This generates expectations of a story revolving around his experience, investigating the psychology of the main characters and revealing the marriage from a point of view.

But the film is suddenly interrupted, as Kenneth's solicitor steps out of his fictional role to address the camera as a neutral expert, presenting the Carr's story as a case study in the course of a marriage and its end in divorce, examining the respective financial positions of husband and wife and how they will affect the court settlement.

The history of the marriage is illustrated with a series of flashbacks of family life. A clever animation sequence traces their immediate genealogy, establishing the patterns of their different family backgrounds.

At first, the images seem only to illustrate the bald facts of the case. Gradually they begin to contradict the solicitor's apparently objective account, with its assumptions about class, money, property and women's social role. Interest is a mixture of telling documentary connected with the couple: Kenneth's mother; Eve's parents; a woman who claims for them while trying to bring up two children on her own.

What emerges is a complex tissue of social, economic and legal relations into which the traditional concept of marriage is securely locked. An enormous quantity of information and ideas are offered, which does make the film's structure extremely dense and demands a certain degree of sophistication on the part of the audience. No empathic statements are made and the film only creates a point of view through the gaps and contradictions, and a piece-over, thereby also shedding some thought-provoking illumination on the contexts and meanings of media and other images.

—and the part they play in constructing particular points of view.

media

Briefings

Radio and tv
CE and general interest

Waiting for Godot (Saturday, 10.10, Thursday, 16.50 BBC2)

The second act of Beckett's famous play stars Max Wall and Leo McKern, in an effort to keep to Beckett's original idea of a performance by music-hall artists.

The Science Teachers (Saturday, 11.20 VHF4)
Science teachers discuss their job in a diary account of an average school day.

Athlete (Saturday, 10.00 BBC1)
The first of four programmes on throwing events. Encourages young athletes to improve their technique, starting with the shot.

Getting Together (Saturday, 17.00 Radio 4)

A new series suggesting ways in which people can get involved in voluntary work. Topics include building homes in Wales, running an arts centre in Norwich, and organising a play scheme in Scotland.

Prefaces to Shakespeare (Sunday, 16.00 VHF4)

Robert Hardy offers a personal critical appraisal of Henry IV in this series, which is linked to the major Shakespearean season.

Teaching English as a Second Language (Sunday, 16.30 VHF 4)
To precede the new television series this autumn, advice on planning classes, designing syllabi, teaching techniques and the use of materials in the teaching of English as a second language.

Teaching Music (Sunday, 17.00; VHF4)

Of interest to private instrumental teachers, pupils and parents. Explores new ideas for group and individual tuition.

The Miracle Workers (Tuesday, 22.20; BBC1)

The second of four programmes about Germany today investigates the economic miracle and looks to the future. It asks if the urban guerrillas have undermined both the prosperity and freedom of post-war Germany.

Embroidery (Wednesday, 18.55; BBC2)

A 10-part series covering the essential techniques of traditional and modern embroidery.

The English Novel Abroad (Wednesday, 23.00; VHF4)
Authors for whom English is the second language explain what influences their writing, and to what extent they feel part of the English literary tradition.

Get by in German (Friday, 23.00; VHF4)

A five-part, intensive course offering basic language for holiday-makers and business people travelling in Germany. Shows how to find your way, how to buy food, drink and petrol and how to get meals and accommodation.

Letter

Sir—Thank you for publishing the very good review of the two video tapes *Young People Talking* and *Seven Young People Talking to an Audience*.

Just a small caveat—the fourth paragraph of the review is a little inaccurate. The review is a book project began in the National Children's Bureau, not the National Children's Home. In fact we published the results in a book with this title in 1977. This project stimulated the growth of the National Children's Bureau, not the National Children's Home.

The author of the article also does not refer at all to the Church of England Children's Society who were the co-authors of the tapes. He DHSS, and indeed they provided the young people and did all the work with them.

HILLEN HOLDEN
Press and Information Officer,
National Children's Bureau,
10, Wakefield Street,
London, EC1

Unfamiliar experiences

by Anne Barnes

Breakthrough
Yellow Set F
ISBN 0 582 19166 1 £1.40
Red Set G
ISBN 0 582 19165 3 £1.40
Blue Set C
ISBN 0 582 19164 5 £1.40
Green Set D
ISBN 0 582 19163 7 £1.40
Manual (second edition)
ISBN 0 582 19134 3
1978; ISBN 0 582 19134 3
Longman, Harlow, Essex

Breakthrough to Literacy has been with us for 10 years and is as well known as it is simply called Breakthrough now. Two years ago the publishers brought out a new edition to the manual, a fact of which many teachers are unaware. The publishers add this research team hold that Breakthrough works best for teachers who understand the principles which lie behind it, and the new edition was completely rewritten to explain this in mind. It aims to explain what can be done with Breakthrough materials, and

also why they are designed and arranged as they are, and why certain practices work better than others.

The manual is clearly written, with additional illustrations and detailed practical suggestions. The opportunity has been taken to take account of teachers' comments and criticisms, and also to correct some of the misconceptions which inevitably had begun to accumulate about what Breakthrough was, and could do.

The writers of the Breakthrough books had certain specific aims in mind. Some of the books are based upon situations common to all young children, others show experience of backgrounds unfamiliar to children, which however may, because of their novelty of place and situation, lead children into looking about these experiences and learning about their knowledge and vocabulary.

The books are colour coded, yellow being the easiest. The four titles which I read were *Little Sister* (West Indian family), *My Dad* (fishing background), *When I*

go to School (about getting ready to go to school) and *All Round the Year*. They are illustrated by different artists, and provide varying stimulation for questions with discussion.

Titles in the red stage are *Signs* (in the street), *Hamlet the Hamster*, *Going to the Pictures* and *Whatever Next?* (all about the visitors the day). The blue books are for more fluent readers, or late beginners in reading. The stage included *The Bridge* (a page Indian), *My Island* (an island in the Caribbean and family life), *The Hospital* (young boy going in for an unspecified operation) and *Going to London* (signseeing in the capital).

The blue books include *Spider*, *Webbs*, *The Sun*, *The Moon* and *The Butcher*. The first three are well illustrated. Information books, the last about a girl's fantasies, are getting dressed to go out, and playing. The new titles increase the range of unfamiliar materials not only for Breakthrough schools but also for teachers working in multi-cultural areas.

Salient points in the gut

by John Barker

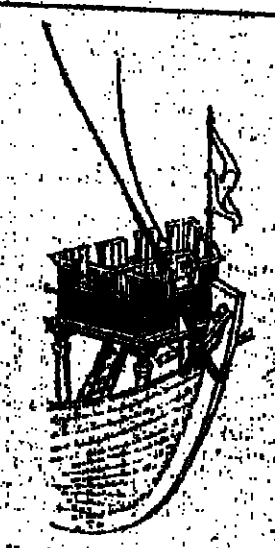
Bacteria
By J. R. Kugler
15 colour slides with notes, £7.50
The Gut
By J. R. Kugler and D. Wood
20 slides with notes, £12
Philly Harris Biological Ltd, Old
Millon, Weston-super-Mare, Avon
BS24 9BJ

The teaching notes for *Bacteria* begin by considering the way in which bacteria can be identified, and outline the methods to the slides. One slide shows the structure of the mouth shows Gram stained positive and Gram stained negative bacteria while two further slides illustrate *Corynebacterium diphtheriae* and *Clostridium* species. Gram positive bacilli and *E. coli* and *Salmonella* species are shown. Other slides show Gram positive cocci, Gram negative cocci, and Gram negative bacilli. The set includes pathogenic bacteria causing disease that are like

ly. to be mentioned in a school biology course such as gonorrhoea, syphilis and tuberculosis. The quality of the photographs is good. The slides are of a high standard, and the notes are of a high standard. The slides are of a high standard, and the notes are of a high standard.

The Gut is a detailed collection of slides and notes, and includes all the basic material, and more needed for work up to the level of the photographs. The major regions are covered. The notes include diagrams and normal electron micrographs as well as prepared micrographs. Again, the standard is high. The photographs are high. The notes are of a high standard. The slides are of a high standard, and the notes are of a high standard.

John A. Barker



Detail of a starfish from the excellent 'Body of the Times' wall chart illustrated by Peter Biddle and published by Frederick Warne. Twenty-eight stars are illustrated in very attractive line drawings. The chart costs about 57 plus VAT. Frederick Warne, 40 Bedford Square, London WC1H 8NF.

BOROUGH OF HARINGEY EDUCATION SERVICE

WEST GREEN J.M. & I. SCHOOL
West Green Road, Tottenham
N15 3RT

HEAD TEACHER (Group 5)

Required for January, 1981.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher.

The school has been designated one of Social Priority and an additional allowance of £201/276 p.a. is payable. London Allowance £808 payable.

Removal expenses—100 per cent allowed in approved cases.

Application forms (S.A.E.) may be obtained from the Chief Education Officer, Education Office, 48-52 Station Road, Wood Green, London N22 4TY, to whom the forms should be returned by 19th September, 1980.

RISE PARK JUNIOR SCHOOL

(Estimated roll 1980/81—249)

Annan Way, Rise Park, Romford RM1 4UD
Required January, 1981

HEADTEACHER

For this Group 5—two-form entry Junior School.

Application forms and further details are available (S.A.E., please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date: Friday, 12th September, 1980.

There is a scheme for removal expenses—details on request.

Headship

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following school:

Speedwell Infant, Staveley
Group 4 + E.P.A. Allowance
160 on roll + 30 FTE nursery places

Closing date 19 September, 1980.

Application forms and particulars for the above post (S.A.E. form) may be obtained from the Director of Education, County Offices, Wexford.

DERBYSHIRE
County Council

Ealing

EDUCATION SERVICE

ST JOHN FISHER RC FIRST & MIDDLE SCHOOL

Thimble Avenue, Farnley, Greenford, Middlesex UB6 8DQ.

(Age range 5-12 years, Group 6)

The Governors invite applications from suitably qualified, experienced and practising Roman Catholic Teachers for the post of

HEAD

The post will become vacant on January 1, 1981.

London Allowance £808.

Assistance towards relocation expenses may be available.

Application forms and further details (S.A.E.) obtainable from the Reverend Chairman of Governors, St John's Fisher RC School, Farnley, Greenford, Middlesex, to be returned by 19th September 1980.

HEADSHIPS

CENTRAL ESSEX AREA

Purleigh County Primary School, Purleigh, Chelmsford, Group 4, Roll 180, for January, 1981, or as soon as possible thereafter.

NORTH EAST ESSEX AREA

Hamford County Primary School, Elm Tree Avenue, Walton-on-the-Naze, Group 5, Roll 280, for January, 1981, or as soon as possible thereafter.

WEST ESSEX AREA—Re-advertisement
Buckhurst Hill St. John's C.E. Primary School, High Road, Buckhurst Hill, Group 4, Roll 280, for January, 1981, or as soon as possible thereafter. Previous applicants need not re-apply as they will be reconsidered.

CLOSING DATE FOR THESE POSTS: 26th September, 1980.

Application forms and further details obtainable from (foolscap S.A.E. required) County Education Officer, Thredneedle House, Market Road, Chelmsford, CM1 1LD.

Application forms and further details obtainable from (foolscap S.A.E. required) County Education Officer, Crossman House, Station Approach, Braintree CM7 6QA.

ESSEX
County Council

METROPOLITAN BOROUGH OF STOCKPORT

PRIMARY

Required for January, 1981.

HEAD TEACHER

Group 5 (Roll 154/175)

Warren Wood Primary School, Tursions Road, Offerton, Stockport, Cheshire, SK1 1AT.

Applications are invited from suitably qualified and experienced teachers, able to lead in the establishment of a new school.

DEPUTY HEAD TEACHER
Group 4 (Roll 164/175)

Adamswood Primary School, Adamswood Avenue, Cheshire, SK1 2PD.

Ability to coordinate Science teaching throughout the school an advantage. Candidates should state other interests.

CLOSING DATE: Friday, 12th September, 1980.

There is a scheme for removal expenses—details on request.

Application forms and further details are available from the Director of Education, Town Hall, Stockport, quoting reference, by 22nd September, 1980.

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HEADSHIPS

WEST ESSEX AREA

Holy Cross R.C. (Aided) Primary School, Tracey Road, Harlow CM19 6JJ (Roll 128) Group 4. Applications are invited from suitably qualified and experienced teachers who are practising Roman Catholics, for appointment as Head of this school commencing January, 1981.

Closing Date: 23 September, 1980.

Application forms and details obtainable (foolscap S.A.E. required) from the Area Education Officer, St. John's Road, Epping, Essex CM16 5EB.

NORTH WEST ESSEX AREA
St. Thomas More R.C. (Aided) Primary School, South Road, Saffron Walden

Applications are invited from suitably qualified and experienced teachers who are practising Roman Catholics, for appointment as Head of this Group 4 school commencing January, 1981.

Closing date: 23 September, 1980.

Application forms and details obtainable (foolscap S.A.E. required) from the Area Education Officer, Crossman House, Station Approach, Braintree CM7 6QA.

Application forms and details obtainable (foolscap S.A.E. required) from the Area Education Officer, Crossman House, Station Approach, Braintree CM7 6QA.

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Primary Education

Headships

BERKSHIRE

ST. PAUL'S C.E. JUNIOR SCHOOL (CONTROLLED)
Crowthorne, Berkshire RG11 2TJ
Number on roll 350

HEAD TEACHER (Group 5)
Further details and application forms from the Director of Education, Reading Road, Reading RG1 2AB. Closing date September 21, 1980.

BERKSHIRE
DANFORTH PAROCHIAL PRIMARY SCHOOL (AIDED)
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 70

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

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ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

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Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

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ST. ANDREW'S C.E. (AIDED) SCHOOL
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Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

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ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

Further details and application forms from the Director of Education, Dunstable, Bedfordshire MK19 1JH. Closing date September 21, 1980.

BERKSHIRE
ST. ANDREW'S C.E. (AIDED) SCHOOL
Dunstable, Bedfordshire, Bedfordshire MK19 1JH
Number on roll 150

CUMBERLAND

CUMBERLAND COUNTY COUNCIL
WILKINS C.E. SCHOOL
Cumbria, Cumbria, Cumbria

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this school commencing January, 1981.

Closing Date: 23 September, 1980.

Application forms and details obtainable (foolscap S.A.E. required) from the Area Education Officer, Crossman House, Station Approach, Braintree CM7 6QA.

Application forms and details obtainable (foolscap S.A.E. required) from the Area Education Officer, Crossman House, Station Approach, Braintree CM7 6QA.

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Application forms and details obtainable (foolscap S.A.E. required) from the Area Education Officer, Crossman House, Station Approach, Braintree CM7 6QA.

DEPUTY HEAD TEACHERS REQUIRED

BRADY J.M. & I. SCHOOL
(Estimated roll 1980/81, 180)
Wentworth Road, Rainham RM13 9XA
Required January, 1981.
Group 4, 1 form entry Junior, Mixed and Infant School.

OLETHORPE J.M. & I. SCHOOL
(Estimated roll 1980/81, 376)
Ashvale Gardens, Cranham, Upminster RM14 3NB
Required January, 1981.
Group 5, 2 form entry Junior, Mixed and Infant School.

RISE PARK JUNIOR SCHOOL
(Estimated roll 1980/81, 249)
Annan Way, Rise Park, Romford RM1 4UD
Required January, 1981.
Group 5, 2 form entry Junior School.

SCARFILL JUNIOR SCHOOL
(Estimated roll 1980/81, 347)
Munro Park Road, Rainham Essex RM13 7PL
Required January, 1981.
Group 5, 2 form entry Junior School.

TOWERS JUNIOR SCHOOL
(Estimated roll 1980/81, 275)
Windsor Road, Hornchurch, Essex RM11 1PD
Required January, 1981.
Group 5, 2 form entry Infants School.



In all cases application forms and further details are available (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date Friday 12th September, 1980. There is a scheme for removal expenses, details on request.

County of Cleveland PRIMARY SCHOOLS

DEPUTY HEAD TEACHER (GROUP 4)
BADER INFANT SCHOOL, Killybegs Drive, Thornaby
Cleveland, TS17 6BY
Required for January, 1981, or earlier if possible, a Deputy Head for this infant school. The person appointed will be expected to act as co-ordinator for the two main teaching areas, and to have a commitment to co-operative teaching in a very young group of children.

DEPUTY HEAD TEACHER (GROUP 4)
TEDDER INFANT SCHOOL, Tedder Avenue, Thornaby
Cleveland
Required for January, 1981, or earlier if possible, a Deputy Head for this infant school. The person appointed will be expected to act as co-ordinator for the two main teaching areas, and to have a commitment to co-operative teaching in a very young group of children.

DEPUTY HEAD TEACHER (GROUP 5)
BEECHWOOD INFANT SCHOOL, Beechwood Avenue
Middlesbrough, Cleveland, TS4 3AP
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established infant school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
LATER STREET JUNIOR SCHOOL, Later Street
Middlesbrough, Cleveland, TS4 3JU
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established junior school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
CRICKMARE PRIMARY SCHOOL, Petal Crescent
Crickmare Estate, Norton, Stockton, Cleveland
TS20 1BN
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established primary school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
VIEWBY HILL JUNIOR SCHOOL, Hamington
Middlesbrough, Cleveland, TS4 9HL
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established junior school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
BELMONT JUNIOR SCHOOL (Roll 110), Lauderdale
Belmont, Middlesbrough, Cleveland, TS4 7PS
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established junior school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
ST PAULINE'S R.C. PRIMARY SCHOOL, The Avenue
Middlesbrough, Cleveland, TS4 1AE
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established primary school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
ST PAULINE'S R.C. PRIMARY SCHOOL, The Avenue
Middlesbrough, Cleveland, TS4 1AE
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established primary school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
ST PAULINE'S R.C. PRIMARY SCHOOL, The Avenue
Middlesbrough, Cleveland, TS4 1AE
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established primary school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
ST PAULINE'S R.C. PRIMARY SCHOOL, The Avenue
Middlesbrough, Cleveland, TS4 1AE
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established primary school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
ST PAULINE'S R.C. PRIMARY SCHOOL, The Avenue
Middlesbrough, Cleveland, TS4 1AE
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established primary school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
ST PAULINE'S R.C. PRIMARY SCHOOL, The Avenue
Middlesbrough, Cleveland, TS4 1AE
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established primary school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
ST PAULINE'S R.C. PRIMARY SCHOOL, The Avenue
Middlesbrough, Cleveland, TS4 1AE
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established primary school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
ST PAULINE'S R.C. PRIMARY SCHOOL, The Avenue
Middlesbrough, Cleveland, TS4 1AE
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established primary school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

SCALE 2 POST
ST PAULINE'S R.C. PRIMARY SCHOOL, The Avenue
Middlesbrough, Cleveland, TS4 1AE
Required for January, 1981, or earlier if possible, a Deputy Head for this well-established primary school, with a purpose-built building, 1985, situated towards the southern part of Middlesbrough.

PRIMARY Headships continued

WILTSHIRE
NORTHAMPTON WITH FLEETON
C.E. CONTROLLED PRIMARY
Fleeton, Wiltshire SN4 9QA
Number on Roll: 106

HEAD TEACHER required for the above school. The successful candidate will be responsible for the school and will be expected to act as co-ordinator for the two main teaching areas, and to have a commitment to co-operative teaching in a very young group of children.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January 1981:
LONG KNOWLES JUNIOR SCHOOL
HEAD TEACHER, Group 5

Application forms and further details are available (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date Friday 12th September, 1980. There is a scheme for removal expenses, details on request.

**DEPUTY HEADS
Senior Masters/
Mistresses**

BARKING AND DAGENHAM
EDUCATION COMMITTEE
Required for January 1981:
LONG KNOWLES JUNIOR SCHOOL
HEAD TEACHER, Group 5

Application forms and further details are available (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date Friday 12th September, 1980. There is a scheme for removal expenses, details on request.

**DEPUTY HEADS
Senior Masters/
Mistresses**

BARKING AND DAGENHAM
EDUCATION COMMITTEE
Required for January 1981:
LONG KNOWLES JUNIOR SCHOOL
HEAD TEACHER, Group 5

Application forms and further details are available (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date Friday 12th September, 1980. There is a scheme for removal expenses, details on request.

**DEPUTY HEADS
Senior Masters/
Mistresses**

BARKING AND DAGENHAM
EDUCATION COMMITTEE
Required for January 1981:
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**DEPUTY HEADS
Senior Masters/
Mistresses**

BARKING AND DAGENHAM
EDUCATION COMMITTEE
Required for January 1981:
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Application forms and further details are available (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date Friday 12th September, 1980. There is a scheme for removal expenses, details on request.

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Senior Masters/
Mistresses**

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EDUCATION COMMITTEE
Required for January 1981:
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HEAD TEACHER, Group 5

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EDUCATION COMMITTEE
Required for January 1981:
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**DEPUTY HEADS
Senior Masters/
Mistresses**

BARKING AND DAGENHAM
EDUCATION COMMITTEE
Required for January 1981:
LONG KNOWLES JUNIOR SCHOOL
HEAD TEACHER, Group 5

Application forms and further details are available (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date Friday 12th September, 1980. There is a scheme for removal expenses, details on request.

**DEPUTY HEADS
Senior Masters/
Mistresses**

BARKING AND DAGENHAM
EDUCATION COMMITTEE
Required for January 1981:
LONG KNOWLES JUNIOR SCHOOL
HEAD TEACHER, Group 5

Application forms and further details are available (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date Friday 12th September, 1980. There is a scheme for removal expenses, details on request.

**DEPUTY HEADS
Senior Masters/
Mistresses**

CAMBRIDGESHIRE LAMBHURGH AREA N.E. COMMUNITY SCHOOL

Applications are invited for the post of Deputy Head for the above school. The successful candidate will be responsible for the school and will be expected to act as co-ordinator for the two main teaching areas, and to have a commitment to co-operative teaching in a very young group of children.

CAMBRIDGESHIRE
MARCH AREA
HUNSFIELD INFANT SCHOOL
Hunstable, Cambs.
PE10 6BT
Number on Roll: 106

HEAD TEACHER required for the above school. The successful candidate will be responsible for the school and will be expected to act as co-ordinator for the two main teaching areas, and to have a commitment to co-operative teaching in a very young group of children.

CUMBRIA
CUNY COUNCIL
ST CATHERINE'S R.C.
PRIMARY SCHOOL
St Catharine's, Cumbria
LA1 1JL
Number on Roll: 106

HEAD TEACHER required for the above school. The successful candidate will be responsible for the school and will be expected to act as co-ordinator for the two main teaching areas, and to have a commitment to co-operative teaching in a very young group of children.

CUMBRIA
CUNY COUNCIL
ST CATHERINE'S R.C.
PRIMARY SCHOOL
St Catharine's, Cumbria
LA1 1JL
Number on Roll: 106

HEAD TEACHER required for the above school. The successful candidate will be responsible for the school and will be expected to act as co-ordinator for the two main teaching areas, and to have a commitment to co-operative teaching in a very young group of children.

CUMBRIA
CUNY COUNCIL
ST CATHERINE'S R.C.
PRIMARY SCHOOL
St Catharine's, Cumbria
LA1 1JL
Number on Roll: 106

HEAD TEACHER required for the above school. The successful candidate will be responsible for the school and will be expected to act as co-ordinator for the two main teaching areas, and to have a commitment to co-operative teaching in a very young group of children.

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CUNY COUNCIL
ST CATHERINE'S R.C.
PRIMARY SCHOOL
St Catharine's, Cumbria
LA1 1JL
Number on Roll: 106

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CUNY COUNCIL
ST CATHERINE'S R.C.
PRIMARY SCHOOL
St Catharine's, Cumbria
LA1 1JL
Number on Roll: 106

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CUNY COUNCIL
ST CATHERINE'S R.C.
PRIMARY SCHOOL
St Catharine's, Cumbria
LA1 1JL
Number on Roll: 106

HEAD TEACHER required for the above school. The successful candidate will be responsible for the school and will be expected to act as co-ordinator for the two main teaching areas, and to have a commitment to co-operative teaching in a very young group of children.

CUMBRIA
CUNY COUNCIL
ST CATHERINE'S R.C.
PRIMARY SCHOOL
St Catharine's, Cumbria
LA1 1JL
Number on Roll: 106

HEAD TEACHER required for the above school. The successful candidate will be responsible for the school and will be expected to act as co-ordinator for the two main teaching areas, and to have a commitment to co-operative teaching in a very young group of children.

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DURHAM COUNTY COUNCIL Applications are invited for the HEADSHIPS

of the following Schools:-
Cessop County Junior Mixed and Infant-Group 3
Cessop County Junior Mixed and Infant-Group 3
Application forms and further details are available from the Director of Education, P.O. Box, County Hall, Durham, DH1 1JL, on receipt of a stamped addressed foolscap envelope, to be returned by 15th September, 1980.

POSTS OF SPECIAL RESPONSIBILITY
Applications are invited from suitably qualified and experienced teachers for the following posts of Special Responsibility:-
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DEPUTY HEAD TEACHER
Derlington Road, Derlington, Co. Durham.
Derlington Gurney Pass County Junior
Mixed and Infant-Group 4
Derlington North Road County Junior
Mixed and Infant-Group 5
Procterley County Junior Mixed and
Infant-Group 2
Newton Aycliffe Infants County
Junior Mixed-Group 4
Cathcliffe Junior Mixed-Group 4

*Cessop St. Peter's R.C. (Aided)
Junior Mixed & Infant-Group 3
ASSISTANT TEACHER (SALARY SCALE 2)
Chester-le-Street, Co. Durham.
Junior Mixed & Infant
(Responsibility for English)
Spennymoor King Street Junior Mixed
(Responsibility for Boys' P.E. and
Games, ability to play chess an
advantage)
Bishop Auckland St. Anne's C.E.
(Controlled) Junior Mixed & Infant
(Responsibility for Physical Education
and Boys' Games, interest in
Environmental Studies and ability to
teach recorder an advantage)
Spennymoor County Junior Mixed &
Infant (Responsibility for Language
Development)
Ushaw Moor County Junior Mixed
(Responsibility for Mathematics,
ability to teach Music an advantage)
Wingate County Junior Mixed &
Infant (Responsibility for Modern Maths)
Co. Durham.

Application forms obtainable from the Area Administrative Officer, at the address shown, on receipt of a foolscap, stamped, addressed envelope, to be returned by 15th September, 1980.

DEPUTY HEADSHIPS
HARE STREET COUNTY JUNIOR (Roll 190)
Little Grove, Field, Harlow CM19 4BU
Tel: Harlow 24992
DEPUTY HEADSHIP (GROUP 4)
Enthusiastic teacher required, experienced in our curriculum and learning needs of individual children. Out-of-school activities commitment envisaged.

LAMBORNE COUNTY PRIMARY (Roll 118)
Hoe Lane, Abridge, nr. Romford
Tel: Theydon Bois 2230
DEPUTY HEADSHIP (GROUP 3)
Experienced, enthusiastic teacher, having committed concern for children and their learning. Capable to give quality to children's experience.

LITTLE PARNDON INFANTS (Roll 123)
Cook's Spinney, Harlow CM20 3BW
Tel: Harlow 25143
DEPUTY HEADSHIP (GROUP 4)
Experienced teacher, committed to infant education.

PETERSWOOD COUNTY JUNIOR (Roll 288)
Parrington Road, Harlow CM18 7RQ
Tel: Harlow 23794
DEPUTY HEADSHIP (GROUP 6)
Enthusiastic, ambitious teacher with original ideas and highest professional standards in all areas of the curriculum.

POTTER STREET COUNTY JUNIOR (Roll 225)
Potters Mead, Harlow CM17 9EU. Tel: Harlow 22781
DEPUTY HEADSHIP (GROUP 5)
An experienced teacher who is committed to an individualized approach in all aspects of the curriculum.

SPINNEY COUNTY INFANTS (Roll 116)
Cook's Spinney, Harlow CM20 3BW
Tel: Harlow 25143
DEPUTY HEADSHIP (GROUP 4)
Experienced teacher, committed to infant education. School has three nursery units, one physically handicapped.

SPINNEY COUNTY JUNIOR (Roll 223)
Cook's Spinney, Harlow CM20 3BW
Tel: Harlow 25143
DEPUTY HEADSHIP (GROUP 4)
Successful and enthusiastic teacher, willing to make significant contributions to the total life of the school.

WHITESIDE JUNIOR (Roll 300)
Greenwood Road, Loughborough. Tel: 01-508 6772
DEPUTY HEADSHIP (GROUP 5)
Experienced teacher, interested in further development of learning, and the school as total community.

ALL THE ABOVE POSTS required for January, 1981. Closing date, 19th September, 1980. Apply to: Area Education Office, St. John's Road, Epping, Essex. Tel: Epping 76441, ext 83.

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Muslim Education

Key questions well up with Middle East oil riches

Is education in the Muslim world healthy enough to make productive use of the massive amounts of money available to it? Or will it be forced to take the secular, Western route to modern learning? Paul Moorman looks at the urgent problems to be faced, and the first stages of work underway to shape a new system of Islamic education.

Which route from the crossroads?

Faced with the conflicting demands of traditional Muslim scholarship and modern, secular systems of learning, Islamic learning today finds itself at the crossroads. The path the leaders of the Arab world decide to take will crucially determine the shape of their future societies.

The stupendous and sudden oil wealth generated over the past decade has given the Middle East the opportunity to develop its education and training to a degree undreamt of by virtually any other part of the world.

But 10 years ago Muslim learning was languishing; it simply was not in a healthy enough state to take advantage of the tremendous opportunities being presented to it.

While the great *madrasahs* of Al-Azhar in Cairo and Fez in Morocco, for example, continued as they had for a thousand years to teach "Qur'anic scholarship" and to train students in the subtleties of the shari'ah (Islamic law), great areas of the Arab world were an intellectual wasteland.

A few figures give the picture: at the beginning of the 1970s Oman had only three schools, Saudi Arabia a score or so and North Yemen a handful. In the Gulf, where the limits of educational opportunity for almost everyone outside the major cities.

And secular higher education in the Gulf was almost unknown; the University of Kuwait, created at the end of the 1960s, is among the oldest such institutions in that region.

Why the situation should have

been so, especially when one considers the great flowering of Arab learning in the 600 years following the establishment of the first Islamic state by the Prophet Muhammad in the seventh century, is a matter of dispute among orientalist and Muslim scholars alike.

The brilliant Arab contribution to the development of the natural sciences, of astronomy and of mathematics is well-known; the art of calligraphy was often far in advance of the work being done in Christendom; al-Ghazali was a pivotal influence in the development of western philosophical thought.

One reason for the decline was, of course, the fact that the Muslim world was not in a healthy enough state to take advantage of the tremendous opportunities being presented to it.

With knowledge tied with the umbilical cord of the Qur'an to religion, stagnation was inevitable. It was also encouraged by political and religious leaders: now knowledge might have changed, but the scholars of the first and second centuries after the first foundation of Islam were appealed to.

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Compounding this was the view of many Islamic scholars that since the Qur'an was the complete revelation

of God's will, it was not necessary to follow intellectual developments in Christian Europe. Similarly, the dramatic growth of scientific knowledge in the past century has largely passed the Arab world by: neocolonialism saw to it that learning existed at the level necessary to produce clerks to service the administrations.

Rapid changes are now taking place. Oman's three schools have mushroomed to over 300; Saudi Arabia has an almost daily growing number of primary and secondary schools; and North Yemen announced in its 1977 five year plan that it aimed to make schools available to 490,000 children.

Universities, especially in the Gulf, have proliferated: the United Arab Emirates has a four-year-old university at Al-Ain; Saudi Arabia, in its third five year plan, due to be officially released this autumn, is expected to create a clutch of new high-level institutions; Qatar has ambitious expansion plans for its infant campus; Bahrain has just upgraded its teacher training college to university status; Kuwait is planning a polytechnic; and the go-ahead has been given for a major "federal" University of the Gulf to be built in Bahrain.

Spending figures in the heavy decade of the oil-rich are hard to estimate. It is probably impossible to calculate a meaningful total spent on education throughout the region, but in 1979 Saudi Arabia and Kuwait spent £2.5b on it.

Riyadh University development plan will make it both the largest and most expensive institution of higher learning in the Gulf.

Continued on page 36.

Iran closes down all universities

by Ziauddin Sardar

Last month Ayatollah Khomeini declared that all universities and institutes of higher learning would be closed for the coming academic year.

He set up a seven-member committee to reorganise universities for secondary and higher education as part of the Iranian "cultural revolution".

At the beginning of the last socialist year, the revolutionary leadership announced plans to create a new educational system that reflects Iran's Islamic outlook. However, nothing practical has happened except occasional efforts to reprint old textbooks without the portrait and life history of the ex-Shah, to eliminate certain European languages, arts and music courses from the curriculum, and to reorganise the administration of certain universities.

The first academic year after the revolution has been dominated by student unrest, the occupation of empty hotels, riots and campus violence. The Iranian students con-

sider themselves vanguards of the revolution. Taking the advice of Ayatollah Khomeini to "take power" themselves, against "bourgeois" and "reactionary" elements, they have made several attempts to "purge" the universities.

In April, occupied the University of Kerman and demanded a thorough "purging" of the staff of the university. In May, southern Iran, another group of students occupied the Hezrat-e Teacher College, also in Kerman. They claimed that they occupied the college to "harrow" a plot against the revolution.

In May, five people were killed and more than 100 injured in clashes at the Jami Shapur University in Ahvaz, southern Iran, where a group of students gathered in front of the university demanding the prosecution of political groups which had caused the clashes and issued a resolution in support of the Islamic Revolution Council and President Bani Sadr to change the educational system of the country.

Also in May, in Sistan and Baluchistan University, one person died and 50 were injured in skirmishes

between rival political groups. Against this background, and with a lack of consensus between the Revolutionary Council and the Bani Sadr Government, the Government is finding it difficult to introduce major policy

Conference takes steps towards a blueprint

continued from page 35

higher learning in the world; and around a quarter of all spending in the Saudi 1975-80 plan went on education. In the mega-money of the Gulf that is a lot of expenditure.

Commitment to education is therefore not in question. Ironically, however, it is precisely the dramatic quantitative growth of learning opportunities that is giving most concern to many Muslim intellectuals.

The fear is that, as Islam enters its fifteenth century, it will be torn apart by the cultural neo-colonialism of western-based learning. As more and more of the brightest Arab students leave to study in the United States or Britain, the concern grows. It is against this background that more than 300 distinguished Islamic scholars and teachers from throughout the world gathered in Mecca in April, 1977, for the First World Conference on Muslim Education.

The aim of the conference was to establish a blueprint for the development of a modern, Islamic education system at all levels.

As Shaikh Ahmad Subuh Janjoom, chairman of the conference's organising committee, says: "The idea of the conference was generated by the realisation that all branches of knowledge in the modern education system that we have borrowed from the west are dominated by secular and hence un-Islamic concepts."

"The permanent norm of a God-given code of life which formed at one time in the west the unquestioned source of assumptions for social, cultural and intellectual life has been torn to pieces. We are facing the communist millennium."

Four key steps forward were identified at the Mecca conference:

- Knowledge has to be reclassified according to Islamic criteria;
- Research projects should be undertaken to formulate concepts based on the Qur'an and the Sunnah of the Prophet instead of on the present secular concepts;
- Curricula should be redesigned and textbooks written on the basis of these Islamic concepts;
- New teacher training programmes should be initiated to make teachers aware of the Islamic concepts and how they can be used.

All of which is easier said than done. Dr Syed Ali Ashraf, secretary of the conference, says: "We do not even have basic Islamic text books to offer students in such central subjects as economics, sociology and history. We badly need an

Islamic Philosophy of Science and Learning primer.

It is not only a question of commissioning such books. We have first to find out who can write them. Such a basic tool as a Muslim world Who's Who does not exist.

Yet Islam must create its own system of modern knowledge, or Islamic. There is no end to knowledge and Muslims must not close the doors to new learning."

Out of the First World Conference a permanent secretariat headed by Dr Ashraf was set up in King Abdul Aziz University, Jeddah. Its first step was to plan, in conjunction with Hodder and Stoughton, publication of the conference's papers in a series of seven volumes (see page 37).

The secretariat, named the Follow-Up Committee, is also organising a major international conference on the classification of Muslim knowledge, curricula and textbooks, and teacher training.

The first of such meetings took place at Qaid-Azam University, Jeddah, this March; next year, Dacca will host a textbook development conference; and Indonesia is being approached as the venue for a major teacher training seminar in 1982.

Significantly, this year's meeting of the conference of Foreign Ministers of the Muslim world, held in Mecca, the Follow-Up Committee has moved its headquarters from Jeddah to Mecca and work is proceeding apace in the setting up of the new centre.

In the age of the petro-dollar, finance is no problem: time is the enemy. Books—in Arabic—must be produced; teachers trained; and western-trained academics encouraged to use the new materials.

Many Islamic scholars fear that the debate on the way education is to evolve may be decided by default by the apparently relentless growth of westernisation.

Unless an acceptable modern system of Islamic education can be evolved—and quickly—a backlash may come, as it has in Iran, which would stamp out western-style learning.

In effect, that would mean ending modern learning: Arab governments would be totally reliant on the west for technology. The baby would be tipped out with the bath-water.

Paul Mooradian is managing editor Middle East Education.



Sixteenth-century Portuguese forts in Muscat.

A. J. Parsons on the state of English language teaching

Oman is doing fine, thank you

"Hello, how are you? I am fine thank you", is probably the most frequently heard utterance in English in Oman, and it can still come as a surprise to hear it even in the more distant parts of the country which are so remote that, even up to 25 years ago, virtually no Europeans ventured.

But Oman is full of surprises, and this recent spread of education to all corners of the country is a case in point. It is a large country, of majestic beauty, it has deserts, and mountains and inviting beaches, and is a country of stability peopled by a range of ethnic types, all of whom are friendly and well disposed toward Britain.

The modernization of the country has been, to put it simply, breathtakingly rapid. But the enthusiasm and occasional recklessness of early development has now mellowed, so that development and more controlled rates. The wealth of the country flows with the oil, limited though this is. But Oman must not be confused with its oil-rich Gulf neighbours.

Indeed in some ways Oman should be really be considered a Gulf state at all, as its history, culture, and trading traditions are all determined outward orientation, to East Africa and the Indian sub-continent.

In educational terms, the country's basic statistics are startling. In 1977, the present Sultan, Qabus bin Said, took over the reins of the country from his father, there were only three conventional schools in the country, with a total student population of some 900 boys (not counting more than 1000 in the private Qur'anic schools which provided basic literacy and knowledge of the Qur'an and the religious tradition).

Since then, numbers have risen dramatically and there are now around 380 schools with 86,000 pupils in full-time education, of whom 27,000 are girls.

operated successfully since last September. Called *Jihad al zindiq* (struggle for reconstruction), the project operates on two stages. First, a team of volunteers, mainly students and university lecturers, lives in a village and studies its problems and needs. The development is passed on to a regional team, who gather a second, specialist team of volunteers including scientists, engineers, and doctors, and assigns them to the village.

This team works with the village to build houses, schools and clinics, tackles agricultural problems, and generally works to make the village as self-sufficient as possible.

According to Dr Darwish, and other planners who have worked on the educational plan, future educational development in Oman will be linked, to a certain extent, to rural

education and training, and British teachers are teaching not only English language but also maths and physical sciences. Airwork Services provide not only the skilled technicians the air force needs to maintain aircraft, and equipment but have also helped set up an educational and training centre, providing both teachers and administrators.

The school system is doing its best to turn out pupils with the necessary language skills, but there are major problems. The rapid expansion of schools and the desire for education has meant that many schools are simply tents or huts made from palm branches, but the Ministry of Education is building new schools as fast as funds permit.

Oman is large, about the size of the United Kingdom, and the facilities are taking some time to be established. Electricity and water supplies, and accommodation for teachers are being improved as much as possible, so that some measure of hardship and discomfort is found only outside the major centres of population.

Teachers are needed in ever-increasing numbers, but the pool of suitably trained English teachers from other Arab countries is diminishing, as their own populations are growing and their own educational needs have to be satisfied. English teachers are now recruited from India, Pakistan and Sri Lanka, with some American Peace Corps teachers and some British teachers.

It is the Ministry's desire to have as many British teachers as possible, particularly in the larger schools, and they are in the process of reorganizing military structures to attract trained teachers from the United Kingdom. The rewards are many, as are the frustrations, and the heat of the summer is something that has to be experienced, but for those wishing to acquire valuable teaching experience in a unique country and to contribute to an important way to the overall development, it is a stimulating challenge.

The armed forces, for example, have considerable investment in

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Reconstruction plan based on rural self-help

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does have an educational plan which could put the country's universities and institutions of learning back on their feet and usher in the desired changes.

This is part of the 12-year development plan which a sub-committee of the Revolutionary Council has been working for almost a year. According to Dr Farouk Darwish, director of the Institute for Planning in Science and Education, the plan divides Oman into eight regions and different educational policies are developed to meet the specific needs of each region. The plan concentrates on meeting the basic educational needs of each area while, at the same time, setting up a firm educational infrastructure in the country.

The plan draws heavily on the experience of the national rural self-help programme which has

operated successfully since last September. Called *Jihad al zindiq* (struggle for reconstruction), the project operates on two stages. First, a team of volunteers, mainly students and university lecturers, lives in a village and studies its problems and needs. The development is passed on to a regional team, who gather a second, specialist team of volunteers including scientists, engineers, and doctors, and assigns them to the village.

This team works with the village to build houses, schools and clinics, tackles agricultural problems, and generally works to make the village as self-sufficient as possible.

According to Dr Darwish, and other planners who have worked on the educational plan, future educational development in Oman will be linked, to a certain extent, to rural

development in the forms of projects similar to *Jihad al zindiq*. Education has secured the lion's share in the new £20b budget announced by the Band Saqr Government last month. From the revolution figure of £1.2b the allocation for education has been increased to £3.2b. Educational planners in Oman think that this "normal" budget will solve most of their problems. But, Dr Darwish points out, three-quarters of the problems faced by schools and universities are outside the educational system.

We face formidable problems, but we can reconstruct the educational system according to the principles of Islam provided these, but some problems give us a chance," he says.

From the experience of the last year, it seems that this chance will not be forthcoming in the near future.

How to get the message across the great cultural divide

Although few teachers in Britain are Muslims, many make valiant efforts to teach their pupils about the Islamic way of life. Richard Tames looks at the means they use.

"Years of Christian theology at university have remotely touched on comparative religion so anything I do now is entirely self-taught."

Teachers in Britain often approach teaching about Islam with considerable self-doubt, not only about their lack of training but also about their lack of commitment.

"What is always most difficult is trying to get things through the eyes of a believer," one teacher said. "Another worried about the time available. 'I guess that we can only learn a little of the complexities of Islam in the time available.'"

But British teachers do make some effort to ensure they do their best to teach about Islam. The following examples are taken from a dozen or so teachers recommended by local authority advisers for their efforts.

One teacher invites Muslim students from a nearby language school to come and talk to his pupils and encourages project work on such subjects as Islamic decorative art and twelfth-century mosques. He also borrows materials from local religious education resources centre so that, for a couple of weeks, his room becomes a mosque complete with taped calls to prayer, prayer mats, incense, etc.

A Midlands teacher organizes visits to a Birmingham mosque and is "at present exploring the possibility of some of the pupils going out in pairs to visit Muslim families in order to eat with them and get to know the lived faith 'from the inside'."

But a premature introduction to Islam can be counter-productive. A north Yorkshire teacher noted that: "The more able first-formers are most interested in the subject because it was new to them and they responded well. Some of the less able seemed lost though, simply confused by matters so far outside their normal 'ken'. This was rather tellingly demonstrated in detail. Work on Islam could

by one who wrote, as an exam answer, that Mohammed was an Irish saint. The child in question was not 'trying it on'."

Another teacher from the same area reported that work on Islam (together with Hinduism, Shinto, Sikhism and Buddhism, very much on an introductory basis) "is done in the third year with pupils of mixed ability—mainly pupils with learning difficulties."

Media coverage, particularly of recent events in Iran, has not, in the words of one teacher, "always encouraged the pupils to begin with a 'sympathetic' attitude to the subject. They seem to have been left with an impression that the Qur'an is full of instructions to chop off limbs for minor criminal offences."

The response of this particular teacher was, therefore, to begin "by asking them to assemble recent news reports about events in Islamic countries, so that any prejudice or rather superficial understanding might be brought into the open and quickly and attempts might be made to balance what they saw as negative aspects of Islam, by reference to those features of the religion which they more readily see as positive, e.g. zakat, the discipline of Muslim prayer."

These concerns are echoed by another teacher from the same area: "The recent happenings in Iran give a lot of useful material but also create a lot of problems, especially since the Western press takes an 'anti' standpoint. It is difficult to know oneself what is really going on. What impressions are our children getting?"

A third teacher from the same area had a slightly different approach to the use of press coverage: "The pupils cut out, from their own newspapers, articles about events in Muslim countries. Along with these we have cuttings about events in Northern Ireland to show that both Islam and Christianity have 'followers' who do things which the rest of us might deplore."

In terms of British public examinations, there is a clear trend towards the provision of religious options accompanying Islam as a chief examiner for the Joint Matriculation Board's A level examination has said 75 per cent of candidates taking the world religions option choose Islam out of the four religions offered.

But the policies of the examining boards vary greatly. Some have no syllabuses which deal with Islam, one offers a syllabus with the option of reporting a project on a religion other than Christianity.

CSR syllabuses vary significantly in detail. Work on Islam could



Recent world events have not encouraged British schoolchildren to have a sympathetic attitude to Islam.

account for up to 60 per cent of the final marks of a candidate taking the examination offered by the North Regional Examinations Board, whereas such work would account for only one sixth of the marks under schemes offered by the West Midlands Examinations Board. There are also notable differences in the detail with which the coverage of Islam is specified by the various boards.

Rather fewer options are available at GCE O and A level and there are similar differences in respect of the depth of detail and breadth of coverage between the schemes offered by the various boards.

Whatever the depth of coverage expected, the general approach is almost universally a phenomenological one. Study of selected passages from the Qur'an is rarely specified, although the Welsh Joint Education Committee's A level is an exception. The contrast with the detailed references to Biblical passages in most O level syllabuses and some CSE ones is striking.

"Islam has been seen as the concern of the religious education teacher but teachers of history and social sciences have ample scope for introducing topics from the world of Islam." However there is little evidence that any significant steps have been taken in this direction.

The treatment of these topics is invariably one-sided. A favourite A level history question is, for example, "When did the Ottoman Turks cease to be a threat to the peace of Europe?"

Dr James Handerson, former senior history lecturer at the Institute of Education, University of London, has argued that "the Muslim brush has painted such large tracts of light and shade during the past 1,400 years that the historical panorama which did not feature them could be nothing but a wild and grotesque distortion

of reality". That appears to be the situation at the present time, although some useful materials have appeared in recent years and suggested.

Social studies teachers have a remarkable degree of freedom to determine their own syllabuses but in practice the same topics tend to recur and many of them—the family, minorities, education—provide opportunities to bring in an Islamic dimension.

Not would such a perspective be excluded from the course of study prescribed for public examinations. The Cambridge A level sociology syllabus for instance prescribes and social studies teachers have a remarkable degree of freedom to determine their own syllabuses but in practice the same topics tend to recur and many of them—the family, minorities, education—provide opportunities to bring in an Islamic dimension.

Other subject specialists could also make a relevant contribution. Art, design and craft courses could include work on Islamic textiles, ceramics, architecture and calligraphy. Indeed, a number of public examination syllabuses give scope for project work which could be devoted exclusively to a study of such a topic.

The background to the way of life of Muslim communities could be provided by the teacher of geography, though it must be noted that the Middle East and South-East Asia have been curiously neglected in British schools and recent trends in geography, which emphasize skills, concepts and quantitative methods, do not seem to encourage attention to the cultural and human aspects of man's relation to his environment.

Teachers of English—and of French—could examine some of the novels and poetry produced by Muslim writers or at least which relate to Muslim countries and concerns. Teachers of mathematics and science could pause to consider the contribution made to their disciplines by Arab and Persian scholars. In a year in which the British winner of the Nobel prize for physics was a Pakistani-born Muslim, this might not be inappropriate.

Richard Tames is deputy organizer, extra-mural studies division, School of African and Oriental Studies, University of London.

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Street in Jeddah: Islamic models of consumer behaviour and market structure are needed.

'Modern economics bears a deep imprint of the societies in which it developed'. Muhammad Nejatullah Siddiqi looks at progress towards true Islamic economics

What values, whose goals?

The concept of Islamic economics first appeared in the 1940s with a number of Muslim scholars emphasizing Islam's unique approach to man's economic problems, distinct from the approaches of capitalism and communism.

The first clear reference to Islamic economics as a subject of study is found in the writings of Sayyid Abul A'la Maududi in the 1940s. The idea found a brief and weak expression in an educational institution set up in India and some of its graduates articulated the idea through a quarterly journal, *Islamic Thought*. Similar efforts were also being made in Cairo, Karachi and Lahore.

Significant progress was made during the 1960s with professional economists starting writing on the subject and its introduction as a course of study by the Universities of Karachi and Punjab, Pakistan. Meanwhile the literature on Islamic economics grew steadily and received a great impetus from the

First International Conference on Islamic Economics held at Mecca in 1976 and the Seminar on Monetary and Fiscal Economics of Islam, also held at Mecca, in 1978.

The First World Conference on Muslim Education, held at Mecca in 1977 also took up the subject and follow up continued through the second conference held at Islamabad in March 1980. The proposed third conference in 1981 expects to examine detailed proposals on curriculum development.

At present the subject is taught

at a number of universities in the Arab world and Pakistan, but not at all at school level. Not only has economics often yet to find a place in the school curriculum, but suitable text books and trained teachers are not available.

The Universities of Karachi and Punjab have run courses in Islamic economics at the Masters level for more than a decade. Besides a full year optional course, the subject also forms part of a course on comparative economic systems. Most other universities in Pakistan also follow the same pattern.

The syllabus focuses on the Islamic concept of ownership, the Islamic code of conduct for the consumer, businessmen, employers, and social security, prohibition of interest and Islamic banking.

There is very little analytical content and the recent attempts of some Islamic economists to introduce Islamic postulates in micro-economic and macro-economic analysis seem to have no impact on the content of these courses. As most of the teachers do not know Arabic and have had no special training in Islamic material, the content of the courses also leaves much to be desired.

In Egypt the al-Azhar University has its own curriculum, teaching being mostly done by Ph.D.s in economics from western universities who have the advantage of knowing Arabic. Most of the material being passed on to the students is, however, historical in nature.

The Umm-e-Durran Islamic University at Khartoum, Sudan, also has similar courses in Islamic economics, and so has the department of economics at the University of Jordan, Amman.

Some Islamic concepts find their way into courses like those on public finance, even at those universities in Egypt and other Arab countries which have no separate courses on Islamic economics.

In Saudi Arabia the University of Riyadh and the King Abdul Aziz University at Jeddah have introduced separate courses at the level of economics at undergraduate level. The latter is making some efforts to restructure all the courses in economics with a view to introducing Islamic concepts as far as possible at this stage.

It has the advantage, in this connection, of the close cooperation of the International Centre for Research in Islamic Economics, Jeddah. At the same university, the department of socio-technical studies in the College of Engineering is also giving courses in economics with Islamic perspective which looks at consumer behaviour, the consumer, behaviour of firms, taxation and banking.

The Shaikh Faculty of King Abdul Aziz University, located at Mecca, has recently introduced

Islamic economics at Masters level as part of its higher studies programme. These courses, run partly by visiting professors from Cairo and Alexandria, are in better shape so far as the Islamic input is concerned, but non-availability of text books on economic theory with Islamic perspective remains a major problem.

The same problem is faced by the Imam Muhammad bin Saud Islamic University at Riyadh which has been the first to establish a separate department of Islamic economics in its Faculty of Shariah. A committee comprising competent Islamic economists has devised the courses and written down the syllabus but the university is finding it difficult to get suitable teachers. The department will give courses in the Qur'an, Sunnah, Fiqh and English language besides all the conventional courses in economics.

The introduction of Islamic economics has been under active consideration of some universities in Malaysia and Bangladesh and also by the Aligarh Muslim University in India. But practical steps have yet to be taken, presumably because of lack of text books and suitable staff. Some of these universities have, however, allowed doctoral dissertations to be written on subjects belonging to Islamic economics. Several universities in the United States have already awarded Ph.D. degrees on dissertations written on similar subjects.

Modern economics, like the other behavioural sciences, bears a deep imprint of the value orientation of the societies in which it originated and developed.

The economics being taught at the universities in Muslim countries fails to take into consideration both the value orientation of the people and the social realities of the country in question. Though supposedly a positive science, a number of basic concepts, for example that of economic rationality, also play a normative role. They also play a role in the social and moral foundations of an Islamic society.

Then, the applied and policy oriented courses, like those on economic development, public finance and monetary policy, must reflect the goals of Islamic society which emphasizes equality, cooperative living and the ethical character of the society. In view of this it is necessary to introduce a few courses on Islamic economics, leaving the conventional economics, leaving in fact if this is done to be likely to confuse students who would find "economic rationality" and the "allocative role of interest" courses and rejected in the Islamic context.

Nothing short of a fusion of Islamic elements with the valid and sound elements of modern economics will answer the need. All the courses will have to be restructured to incorporate basic Islamic concepts and to focus on

the socio-economic realities of the Muslim countries.

Despite some progress during the last decade the above task is far from complete. Analytical papers have been produced on consumer behaviour, theory of firm, market structure, income determination, savings and investment and monetary theory but these mostly represent individual approaches, leaving many points highly controversial.

In the absence of a professional journal which could provide a forum for sustained discussion such points can be settled only through seminars and symposia which have been few and far between. The Association of Muslim Social Scientists in the United States and the International Centre for Research in Islamic Economics at King Abdul Aziz University, Jeddah, are making some efforts to make Islamic economists focus their attention on these and other areas demanding conceptual clarity and consensus.

No good textbook can be produced without conceptual clarity encompassing the entire body of economic issues. Text books which are now in use are either eclectic collections of historical material or represent individual constructions based on postulates which leave too many gaps in the sequence.

The International Centre for Research in Islamic Economics has recently invited detailed course outlines and parts of course outlines written by scholars and plans to organize discussions on these.

The lack of textbooks can, to some extent, be compensated for by books of readings from the literature produced so far. A series of readings in Islamic economics are being prepared by the present author and Professor Khurshid Ahmad at the Islamic Foundation, Leicester, and the first volume in the series will be expected shortly.

The growth of literature and the fact that several hundred professional economists are now involved in the development of the subject, testify that there is no dearth of talent that can be harnessed for the development of Islamic economics.

Unfortunately the governments in Muslim countries have so far taken little interest in this and their apathy is reflected in the attitude of their universities.

At a three point programme under consideration of the King Abdul Aziz University department of economics suggests a three point action plan. The first is the removal of contradiction from the scheme of courses in economics by a critical treatment of their underlying postulates supported by the introduction of Islamic alternatives.

The introduction of Islamic goals and values in the policy oriented courses such as banking and monetary policy, public finance and economic development.

The introduction of separate courses on the history of economic thought in Islam and contemporary Islamic economics. These three steps can be taken immediately while the restructuring of the entire scheme of courses and the development of teaching material continues.

Professor Muhammad Nejatullah Siddiqi is professor of economics at the International Centre for Research in Islamic Economics, at King Abdul Aziz University, Jeddah.

Second World Conference on Muslim Education

Under the auspices of:

KING ABDUL AZIZ UNIVERSITY

AND

QAID-I-AZAM UNIVERSITY

Islamabad March 15-20 1980

Rebuilding Muslim education

by Shaikh Ahmad Salah Jamjoom



H. E. Shaikh Ahmad Salah Jamjoom, chairman, organising committee of conference.

Muslim society is getting rapidly modernized. All Muslim countries are compelled to adopt technology in order to live as a living and thriving member of the modern world. What is most dangerous is that we have not as yet succeeded in building up in the minds and souls of the younger generation an attitude that would help them to resist the bad effects of technology, the sceptical attitude to faith that it generates, the pride and arrogance and overpowering faith in man's intellect that breeds, the complete loss of humility that it creates and the total enslavement of man to machines and techniques that it brings.

In some of the Muslim countries such as Egypt and Pakistan and Turkey and Iran, the conflict that this modernization has brought about between the traditional minded people and the modernized people has led to confusion and trouble. But, thank God, as yet the foundation of the society is still Islamic.

At the First World Conference on Muslim Education held in Mecca in 1977, this problem was discussed in detail and the conclusion that unless we substitute the secularist and anti-religious concepts that pervade all branches of knowledge in modern education by Islamic concepts we shall not be able to resist the onslaught of secularization.

Out of that Conference four things emerged:

(1) It was felt that immediate steps must be taken to get research work done and published so that there is an intellectual movement in Muslim countries and educational and administrative bodies have some positive concepts to discuss and place before modernists as substitutes.

(2) In the meantime the curriculum should be redesigned and instead of two different curricula, one for traditional education which is primarily religious in character and the modern which is wholly secular, there should be one curriculum with enough options.

(3) Text books will have to be revised, rewritten or newly written on the basis of this curriculum.

(4) New teaching methodology has to be devised and teachers freshly trained so that they know how to make pupils aware of the spiritual and moral implications of what they are reading or learning—implications derived from Islam.

The Conference set up the Follow-up Committee to implement the above ideas. This committee got the full intellectual, moral and financial support of King Abdulaziz University. The support was possible only because of wholehearted backing that its present President, Dr. Abdullah Omar Nasseef, has always given. Dr. Abdullah Nasseef has fully cooperated with the organizers of the First World Conference, first as the Secretary-General and then as a Vice-President of King Abdulaziz University. As President of the University he is now keen to go ahead with the task that is in front of us so that he may achieve some success in his own university.

King Abdulaziz University also wanted to set up a World Centre for Muslim Education at Mecca. It felt that the task is so huge that it cannot be achieved single handedly by a few scholars working in Saudi Arabia or in any Muslim country. All Muslim scholars, both young and old must have a forum through the medium of which they may express their ideas and opinions, and be able to get together and exchange ideas and thoughts.

When the proposal went up to His Majesty King Khalid, he and his cabinet thought, and thought rightly, that this should not be the task only of Saudi Arabia but also of the rest of the Muslim World.

The Saudi Government therefore made

a proposal to the Conference of Foreign Ministers of the Muslim World which is held every year. This year the statutes and the budget of the World Centre have been approved. All along the Follow-up Committee has been helping the Organization of the Conference of Foreign Ministers in this matter.

The Follow-up Committee has not been sitting idle. Under the able supervision of its Secretary, Dr. Syed Ali Ashraf, it has launched a research programme and has planned to publish a number of basic books on different branches of knowledge in a series known as the *Islamic Education Series*.

As a first instalment Dr. Ashraf, as General Editor, has planned to publish seven books, most of whose matter has been culled from the papers submitted at the First World Conference. Three books, *Crisis in Muslim Education*, which sums up the problems of education in the Muslim world written by Dr. S. S. Husain and Dr. Ashraf, *Aims and Objectives of Islamic Education* edited by Dr. Naqib al-Attas and *Curriculum and Teacher Education*, edited by Dr. Hamed al-Affendi and Dr. Nabil Ahmad Baloch, have already been published by Hodder and Stoughton.

They are bringing out four others, *Social and Natural Sciences: the Islamic Perspective* edited by Dr. Ismail R. Faruqi and Dr. Abdullah Omar Nasseef, *Education and Society in the Muslim World* edited by Dr. Wasiullah Khan, *Philosophy, Literature and Fine Arts* edited by Seyyed Hossein Nasr, and *Muslim Education in the Modern World: A Survey* by S. A. Ashraf.

Further research projects have also been undertaken for the coming academic session. These are the projects which have already been recommended by scholars at the Second World Conference

on Muslim Education held this year at Islamabad.

This second conference is another achievement of the Follow-up Committee. Qaid-i-Azam University of Islamabad, Pakistan, assisted by the Islamic Education Research Centre set up by the Central Government of Pakistan, in co-operation with the Follow-up Committee, organized the Second World Conference on Islamic Curriculum. As this conference we have shown the shortcomings of liberal and general education that we have imported from the West, reclassified knowledge from the Islamic point of view and redesigned the curriculum.

I have already sent the recommendations of this conference to the Ministers of Education of Muslim countries and requested them to study them and let me know what problems they face and what methods they suggest for the implementation of these recommendations.

The Follow-up Committee has already inspired the Bangladesh Government and they have set up an Islamic Education and Research Institute which in co-operation with us is going to hold the Third World Conference on Muslim Education: on textbook development on the basis of the curriculum already approved at the Second World Conference. This Conference is expected to be held at Dacca in 1981.

The only immediate thing that remains to be done is a working relationship between the Follow-up Committee and the World Centre for Muslim Education either through a merger or through some other arrangement that has to be worked out. Steps have already been taken by King Abdulaziz University and the Islamic Secretariat (Organization of the Islamic Conference of Foreign Ministers) to find that arrangement. May Allah guide them through the right path.

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Planning for an Islamic science curriculum

by Abdullah Omar Nasseef

The major stages in planning the Islamic scientific curriculum are discussed here. The term "Islamic curriculum" or "scientific curriculum" refers to the curriculum in all scientific, technological, and technical fields of natural sciences, applied sciences, engineering and technology from the elementary to university levels. The curriculum for specific disciplines might have their special problems and, therefore, the methodological stages might differ in details.

The major stages in planning the curriculum are: the identification of goals of education and the curriculum, and an analysis of the needs of the various clients and interested parties; designing the major structural elements of the curriculum; preparing the curriculum content which assumes the existence of teaching materials such as textbooks and specially qualified instructors; programming the curriculum which involves the detailed planning of the objectives in terms of what is to be taught and how it is to be taught and learnt; implementation of the programmed curriculum through interaction of the content, the human and non-human resources, and the institutional system; and evaluation of the curriculum in relation to the goals and objectives of the designed programme. These stages are interconnected and iterative.

The planning of a science curriculum for Muslims poses many difficulties. The requirements that the curriculum should be Islamic brings us face to face with such stark realities as the fact that we do not have Islamic books in the local or natural sciences which could be used as textbooks. Nor do we have instructors who could teach an Islamic curriculum which is by definition inter-disciplinary. Even a professor whose special interest in teaching an innovative course is recognized, demands needs, and must be given time and the facilities to "develop the course".

We seem to lack the will to recognize and provide facilities to develop such an "Islamic instructor" and an "Islamic course". The haste to achieve "development" in science and technology has made it easy for Islamic instructors and educational planners to imitate the "successful" Western or Marxist curricula and their content. This tendency towards blind imitation and self-intentioned pragmatism further complicates and discourages the efforts to plan an Islamic curriculum.

Curriculum planning, the structure as well as the content, is a science rather than an art. Practical experience in teaching over a long period of time, or rising to a position of high academic administration on the basis of experience in teaching or a recent Ph.D. in a scientific or technological discipline, does not make even a sincere Muslim an Islamic curriculum planner.

The role of non-Muslim foreign advisers and experts in planning our science curriculum can be partially dispensed with when we do not have equally qualified and prestigious Islamic curriculum planners. The science of Islamic curriculum planning requires an Islamic philosophy of education and science, a study of Islamic principles and methodology, and a broad knowledge of the disciplines for which the curriculum is to be developed.

An Islamic curriculum is a plan for the education and development of students through a system of Islamic knowledge, values, and methodology. It is a plan for the education and development of students through a system of Islamic knowledge, values, and methodology. It is a plan for the education and development of students through a system of Islamic knowledge, values, and methodology.

Thus an Islamic curriculum deals with a philosophy of life, teaching and learning as well as the technologies and methodologies of teaching and learning. An Islamic curriculum is a plan for the education and development of students through a system of Islamic knowledge, values, and methodology.

The first step in curriculum planning is the identification of goals. There are two broad goals, the ideological or Sharia goals, and the technical goals. The Sharia goals are very important in defining the terminal goals of a Muslim in society and civilization. The technical goals are the structural elements of the curriculum in preparing the content of the curriculum and in programming the curriculum as discussed below.

The technical goals define the professional obligations of the curriculum such as the undergraduate education in agronomy, a technician education in medical technology, etc.

Each profession will identify its technical goals in the context of Islamic concepts such as the concept of social obligation, to pursue a technical specialization. Besides such a broad statement of goals, a more detailed definition of goals might be spelled out. These detailed specifications of goals would create a profile of qualifications to be achieved in the student.

Islamic curriculum planning requires decisions on the proportion of the curriculum devoted to the technical and the humanistic sciences stem from the macro-level. The Recommendations of the First World Conference provide general guidelines in this connection. In the scientific or technical curriculum, the place of interdisciplinary subjects has to be specified.

The scientific curriculum of schools and colleges in the Muslim countries shows a great deal of structural imbalance. It is quantitatively and qualitatively in the hands of a few Islamic instructors and educational planners. The United States, for example, the under-graduate engineering and one-half (16 per cent) or more sciences and humanities from the Marxist and Western ideological perspectives. This excludes the large areas of the teaching of languages and communication skills.

The less-developed countries, Muslim or non-Muslim, need more time than this in the curriculum of technical schools and colleges for scientific education, for social sciences, humanities, and the languages and communications skills. The qualitative improvement can be achieved by teaching subjects of values and behaviour in order to remove the sociological, cultural, and ethical deficits that have obstructed the growth of Islamic scientific spirit, and the development of Islamic science and technology.

The usual difficulties in preparing indigenous textbooks are well-known. The difficulties are very much magnified when introducing technical fields from an Islamic perspective. The difficulties include the support, availability of time and funds, with proof of competence. Preparing Islamic science and technology textbooks requires the philosophy of knowledge, science and technology, as well as the methodology of teaching and learning. It is a plan for the education and development of students through a system of Islamic knowledge, values, and methodology.

need, personal and professional, and commissioned to prepare papers, brochures, anthologies, textbooks, etc. Such specialists should also be utilized to offer seminars and short-term courses to re-orient and re-train other school teachers and college instructors.

Our academic, research and development institutions must be made capable of identifying and making use of the achievements of science education and is part of a dependent and under-developed nation.

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example, self-directed instead of dependent on external conditions. Development of Islamic theories of teaching and learning is very important in order to deal at the level of an individual student and teacher issues of motivation, personality characteristics, etc. The difference in the effectiveness of curricula in the advanced and backward countries is precisely due to the difference in learning experiences.

This leads us to the selection of learning activities to provide appropriate experiences for achievement of specific objectives. Learning activities consist of the use of certain principles, and the employment of methods, equipment and facilities for learning.

For example, one principle is that a student must engage in an activity that gives him the opportunity to practice behaviour that is implied by the objective. If the objective is to develop the skills in problem solving, then the learning activities must deal with actually solving problems instead of reading the solutions or watching somebody solve them.

On the other hand, learning activities must consist of lectures to large groups of students, smaller discussion groups, individualized teaching, self-study, laboratory work and workshop practice, the use of audio-visual devices, etc.

The choice of a learning activity depends not only on the needs and requirements of students and the preference of instructors but also on the cost and availability of the activity.

Another aspect of curriculum programming deals with the selection of content. This should be done by using the criteria of significance, relevance and other minor criteria such as the availability of material, students' preparedness and level of interest of the instructor, and the basic goals and objectives of the course.

In scientific fields, where recent knowledge tends to become absolute and older methods and concepts are forced into prominence due to environmental or other considerations, the significance of content in the immediate and a little distant future is a primary criterion in content selection.

The content should also be relevant for the learners and their later employment. Appropriate science and technology in relation to the geographical, developmental, environmental and Muslim cultural, religious and social elements, the academic elements and the pedagogic elements.

Knowledge is highly valued in Islam. Learned men and teachers enjoyed respect not only among their students but the whole community. They commanded a power in society which was superior even to the power of the ruler. Good Muslim rulers, in fact, considered it their duty to take advice and seek the company of the great teachers of their times.

Such teachers of a more advanced Muslim sense of learning and drew scholars from all over the Muslim world in the heyday of Islamic civilization. Even in the waning days of its decline, Islamic education could still boast towering personalities who have left their mark on the pages of history as great scholars and teachers.

With the advent of modern education and the impact of alien influences on Muslim education, the Muslim teacher has largely become a non-entity. Foreign philosophies were introduced into his education that they could not penetrate deep into his sensibilities and yet they did succeed in alienating him from his own cultural roots.

He is now in a philosophy which he did not really comprehend while his deepest loyalties were still with the Islamic vision. But the latter was made to appear antiquated, remote and hence irrelevant. Today, after achieving independence from alien rule, teachers in many Muslim countries are being sedulously taught educational theories of great European philosophers from Plato, Aristotle, Rousseau, Dewey and Dewey whom they learn by rote to obtain certificates.

Names like Al-Kindi, Al-Farabi, Ibn Rushd, Al-Ghazali, Ibn Khaldun or their successors in Islamic thought find no place in their curriculum. No wonder then that Muslim teachers have failed to gain properly in their profession.

They have become narrow in their approach and mediocre in their achievements. Their impact on the minds and sentiments of the students has become very shallow.

In order to recapture that wholeness and commitment with which teaching used to pride itself in the world of Islam, it is urgent upon the Muslim countries to define for themselves the aims and objectives of education suitable for the present age and yet derived from the Islamic sources and based on the Islamic concepts of man, society and knowledge.

New classification of knowledge has to be defined for curriculum revised and textbooks re-written to square with the new classification and concepts. The new curriculum for Muslim education in Muslim countries should be composed of the following three components: the moral-spiritual elements, the academic elements and the pedagogic elements.

Subjects included in moral-spiritual education shall be drawn mainly from Revealed knowledge while those included in academic training shall be drawn mainly from Acquired knowledge. Pedagogic subjects shall be derived both from the revealed and the acquired knowledge. The mix and match of these three components shall depend on the nature and the type of teaching training centre.

The re-designing of the curriculum alone cannot be a guarantee of thorough re-orientation of the Muslim teacher. The Islamic education must be watched with control devices imposed at the point of recruitment and selection of suitable candidates for the teaching profession.

The guiding principle for recruitment into the teaching profession should be intellectual ability, moral excellence and unquestioned commitment to Islamic values and vision of life.

Dr. Abdullah Omar Nasseef is President of King Abdul Aziz University, Jeddah, Saudi Arabia. He is also a member of the Islamic Education Committee of the First World Conference on Muslim Education. The above is an extract from his keynote paper presented at the meeting of the Islamic Education Committee of the First World Conference on Muslim Education, Jeddah, Saudi Arabia, 1977.

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What—and how—the modern Muslim should be taught

by Syed Ali Ashraf

Education is a purposeful activity directed to the full development of individuals. A norm of values is therefore essential in all educational planning, be that norm secularist or humanist or Marxist or religious. Islam provides an objective norm for all educationalists.

The Islamic concept of values has universality and objectivity. It is not the 'subjective' realization of an individual or a group or a race. Islam asserts a 'long-standing' universal tradition and reinforces the value-scheme upheld by all world religions. It stresses that the final ground and ultimate basis for values is in the conception of man's relationship with God, humanity and the universe.

This means that man has to acquire knowledge of this relationship. He cannot do so without understanding the nature of God and the character of the universe. Only by understanding this inter-relationship can he determine his own role and function.

It is in the context of this relationship between God, Man and Nature that the following aims and objectives of education are enunciated and unanimously accepted by Muslim scholars at the First World Conference on Muslim Education held in Mecca in 1977: "Education should aim at the balanced growth of the total personality of Man through the training of Man's spirit, intellect, feelings and bodily senses. Education should therefore cater for the growth of man in all its aspects: spiritual, intellectual, imaginative, physical, scientific, linguistic, both individually and collectively and motivate all these aspects towards goodness and the attainment of perfection."

In order to facilitate the implementation of this aim, the Conference suggested that the curriculum should be designed on the basis of a new classification of knowledge. The Conference rejected the classification followed in Europe and America and imported into Muslim countries and asserted: "Planning of education should be based on the classification of knowledge into two categories: (a) 'general' knowledge derived from the Quran and the Sunnah meaning all Sharia-orientated knowledge relevant and related to them; and (b) 'acquired' knowledge susceptible of quantitative increase, growth and multiplication, limited and unbounded, and cross-cultural borrowings as long as consistency with the Sharia as the source of values is maintained."

Unfortunately the curricula of Muslim countries have not yet reflected the above ideal. Though all the Muslim countries have given their broad assent to the "General Resolution" of the Conference, one has failed to implement them. There seem to be two reasons for this. The first and most important cause is the presence of a confused philosophy of liberal or general education that the Muslim countries have borrowed from the West and attempted to mix up with the Islamic vision.

Secondly, and more formidable cause is the lack of further clarification, reinterpretation, justification and reassertion of the concept of classification and the curriculum.

Tied up with the second problem is the problem of having suitable teachers at various stages of education and secondary level for a new methodology and a new approach to teaching all subjects including natural sciences, social studies, literature and fine arts.

Muslim educational thought was deeply influenced by the Greek sources of liberal education and the past. The basic confusion that Greek philosophy created in the minds of Muslim thinkers was the distinction between knowledge acquired through revelation and the knowledge acquired by man without divine revelation.

restored to Muslim thinking when Ghazali drew a distinction between knowledge that is compulsory for man and knowledge that is compulsory for society and not for an individual.

But "General Education" which is a product of the Harvard Committee report, *General Education in a Free Society*, and which is considered identical with liberal education, ignores not merely revelation, but also Man's "intellect" which Plato and Aristotle believed is capable of gaining knowledge of ultimate Reality.

The Report is based on a concept of Man for whom faith in God or knowledge of a higher Reality or even the pursuit of knowledge that leads man beyond the domain of sense, reason and imagination does not have any special significance.

Knowledge is divided into three classes according to their distinctive methods: the natural sciences, the humanities and social studies. Divinity or religious studies has been rejected. In other words, the cultivation of certain attitudes of mind which the Report regards as the aim of general education does not include the cultivation of religious attitudes.

Values, however, have not been ignored. The abilities that this education should foster are to think effectively, to communicate thought, to make relevant judgments, to discriminate among values. By not steering who or what should be the objective norm with reference to which value judgments and decisions should be made, the Report has given a status that transcends personal and subjective interests. The Report has kept this aspect completely vague and indeterminate.

By making the love of God and the Prophet more important than the love of self, family, race or tribe or nation, Islam gives an objective public criterion and compels man to analyse his or her own thinking, desires and activity selflessly and thus purify himself from all narrowness, selfishness and pure materialism and pragmatism.

Without going into other aspects of this Report, this serious drawback is enough to indicate that "General Education" that we Muslims are imitating in our countries is philosophically highly confusing and leads to a confused future. Muslim scholars away from a basic principle in classifying knowledge, in establishing a hierarchy of knowledge and in setting an interdisciplinary pattern for the curriculum.

There is also an attempt to make "General Education" a relationally and imaginatively correspond roughly to the three divisions of learning: the natural sciences, the social studies, and the humanities, respectively. This correspondence has not been clearly defined. The terms of thinking are generalized. Moreover, as religious studies has been ignored, the relationship between religious thinking and effective thinking has neither been studied nor hinted at.

It is also difficult to understand how to decide as to which one is a true statement and which one is false.

Similarly, if, at the university level we teach our students in the Islamic Culture class that interest is forbidden in Islam and then in the economics classes we teach them that interest is a necessity, the students are bound to accept one of the two.

If the curriculum is to be designed to create the impression upon children that revealed knowledge has a certainty that cannot be questioned, it becomes necessary for the society to follow religion.

We must enter into a much wider ledge; wider than the schools or colleges or universities.

Elsewhere we have to take a firm view of ourselves produce an interest-free economy based on the Quran and the Sunnah or accept the philosophy of Dewey that the school must reflect the society. We may not have an interest-free economy of interest-free economy of both.

The first drawback is the complete lack of philosophical underpinnings nowadays between the two chapters which were originally intended to be divided by the First World Conference on Muslim Education. The above is an extract from his keynote speech to the Islamic Education Committee of the First World Conference on Muslim Education, Jeddah, Saudi Arabia, 1977.

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Dr. Syed Ali Ashraf, Professor of English, King Abdul Aziz University, Jedd

The conference made a number of wide-ranging recommendations for future action. We print here a selection.

In view of the fact that though all knowledge belongs to Allah and is granted by Him to mankind, some knowledge is revealed to man through His chosen people, the Prophets, and some is granted to man when he strives with his mind and soul and the former therefore has the status of absolute truth and latter of relative truth always to be judged with reference to the former.

In view also of the fact that from the very inception of Islam this dual classification has been maintained in all educational institutions in their curriculum-designing so that by the time of Ibn Khaldun the set pattern came to be known as *ma'arif* (transmitted) and *adab* (intellectual) sciences.

In view of the fact that expansion today of the range of intellectually acquired knowledge and tremendous development of human skills and techniques because of technological advancement and the dissociation between faith and intellect and hence between "revealed" knowledge and "acquired" knowledge and the resultant disintegration of human personality through the prevalence of conflicting attitudes and serious, even bloody, conflicts between two groups of people, those who believe and those who are purely secular.

In view further of the fact that this conflict in the same individual mind and in the same society can be solved and removed and the full effectiveness of Man towards *Al-hayatullah* is possible only through integration of faith and intellect and thus through a common religious approach to all kinds of knowledge.

As this integration is possible only when Islamic schools of thought are established in each branch of acquired knowledge and we find an Islamic philosophy of sciences.

As integration of curriculum necessarily implies the integration of the two systems of education prevalent in Muslim countries leading to the enrichment of both and not with any detrimental effect upon either.

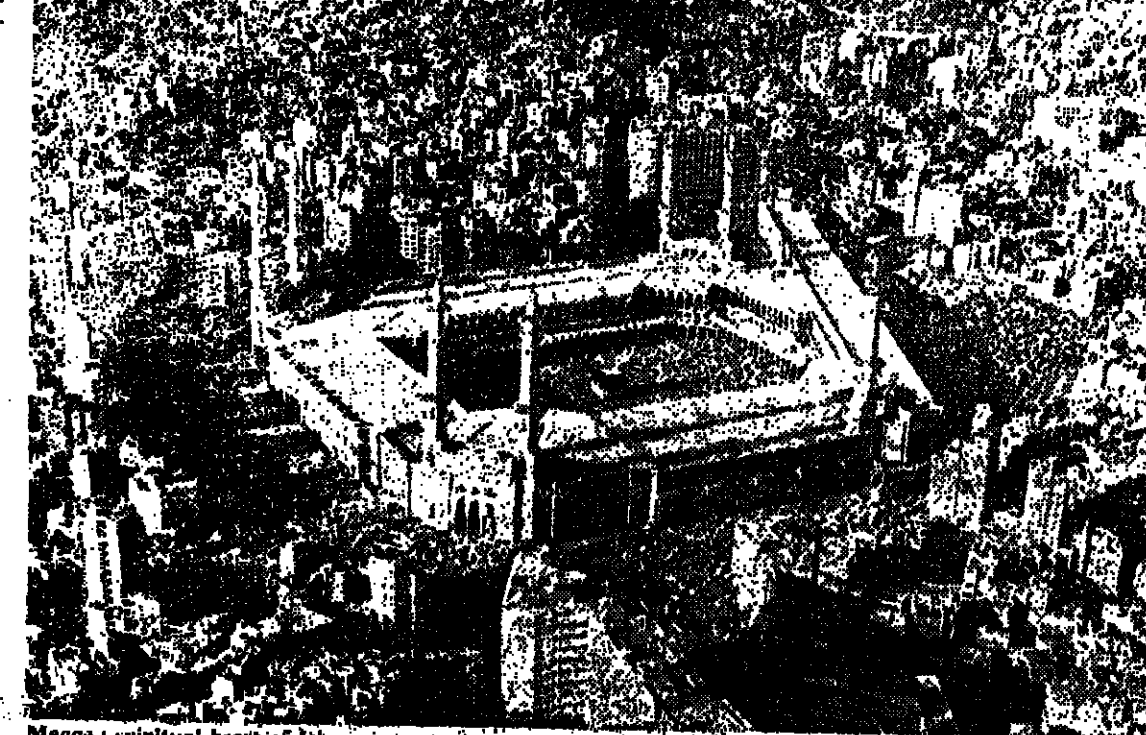
The classification of knowledge as "perennial" and "acquired" categories is applied to knowledge as a whole and stated below:

GROUP I

- (a) *Al-Quran*:
(i) Recitation (Qirah): Memorization (Hifz): Interpretation (Tafsir).
(ii) *Qur'anic* Arabic (Thology, Syntax, Semantics).
(iii) *Qur'anic* subjects: Islamic Metaphysics, Comparative Religion, Islamic Culture.
- (b) *Al-Quran*:
(i) Recitation (Qirah): Memorization (Hifz): Interpretation (Tafsir).
(ii) *Qur'anic* Arabic (Thology, Syntax, Semantics).
(iii) *Qur'anic* subjects: Islamic Metaphysics, Comparative Religion, Islamic Culture.

GROUP II

- (a) *Imaginative*: (Arts): Islamic Arts and Architecture; Language; Literature.
- (b) *Intellectual Sciences*: Social Studies (Characteristics); Philosophy; Education; Economics; Political Sciences; History; Islamic Civilization (including Islamic ideas on politics, economy, social life, war and peace); Geography; Sociology; Linguistics (Teleological); Psychology (Teleological); Reference to the Islamic Concept as found in the Quran and Hadith and analysed and explained by early Muslim thinkers and great Sufis; Anthropology (as can be deduced from the Quran and Sunnah).
- (c) *Natural Sciences*: (Theoretical): Philosophy; Science; Mathematics; Statistics; Physics; Chemistry; Life Sciences; Astronomy and Space Sciences, etc.
- (d) *Applied Sciences*: Engineering and Technology (Civil, Mechanical, etc.); Medicine (Thibbi); Agriculture; Forestry; Veterinary; Agriculture and Forestry.
- (e) *Practical Sciences*: Administrative Sciences (Business, Administration, Public Administration, etc.).



Mecca: spiritual heart of Islam.

Recommendations of second conference

tion, etc.): Library Sciences, Home Sciences; Communicative Sciences (Mass-communication, etc.).

All the above branches of acquired sciences should be taught from the Islamic point of view. Islamic sciences of thought should be established in all branches of social studies.

Accepting the dual classification given above, the main job of educators and experts is to establish detailed links between Group I (Perennial Knowledge) and Group II (Acquired Knowledge), and then design the curriculum.

As stated at the very beginning the second premise for this designing is the psychological development of children. Detailed research in this area have established broadly three stages of growth for the sake of convenience termed for curriculum designing as Primary, Secondary and Tertiary or Higher.

Islamic past, the lives of the Prophets from Adam till Muhammad (Peace be on them). The content may be selected from the Quran, Hadith, *Surat-un-Nabi* and history of Muslim civilization. The courses to be so graded that for the younger group it will take the form of stories or incidents and situations whereas in the last two years they may be given in a continuous narrative form. The objective is to provide the children with a wide universal perspective in which to find themselves as Muslims and also to feel indirectly the continuity and importance of Islam in human life.

4. *Narratives and Poems*: Written to instil in children sympathy for friends, neighbours and others, reverence to parents and elders, leaders and pious men and women, sense of duty to Allah and mankind and sense of self-sacrifice for a good cause. These narratives may be taken mainly from *Seerah* and *Hadith* of the Prophet and the lives of eminent Muslims.

5. *Geography*: The objective is to make children conscious of their relation to the centre of the Muslim world, Mecca and Madinah, and also to learn about the physical world around them and its inhabitants. True, these lessons will generate in these students an awareness of the basic unity of Ummah and mankind and save them from being narrowly nationalistic, racial or sectarian. By the time a student should also have some understanding of what is meant by the Muslim World and what is the relationship between that world and his own country. In the beginning these lessons can be given through pictures or cards or puzzles and gradually through projects for which the teacher may provide guidelines and give them relevant books or chapters to read. Map reading is another interesting area for children. It satisfies their curiosity and gives them self-confidence.

Arabic is the mother tongue but for the rest of the world Arabic should be taught as a second language from early childhood. Graded courses for non-Arab children have to be scientifically framed with the help of applied linguistics. The objective is to give the children, within six years, command over the Arabic language so that students after completion of Primary education may be able to follow *Qur'anic* Arabic without much difficulty.

6. *Nature Study and Elementary Sciences*: The objective is to make children aware of the beauty, mystery, glory and richness of this created world so that an awareness of the grandeur and wisdom of Allah gets implanted in the hearts of children and they begin to understand the basic principles of science and make simple experiments and know how to use simple mechanical objects of day to day life.

7. *Mathematics*: To be taught at three levels: games and puzzles and later on through sums. By the time a student finishes the Primary stage he should be able to handle algebraic symbols and geometric figures with confidence. The objective is to make students understand abstract figures and be steeped in the area of symbols. It is good training for the mind so that they may move from the concrete to the abstract, from sense-matter to form, from identification and from it makes them poised for a much better understanding of the universe which appears to be so mysterious and matter of fact is actually a reality, a sign of God—a symbol of His power and wisdom.

The students should have an understanding of the basic concepts knowledge and action, knowledge and power, knowledge and wealth, knowledge and social environment, merit, etc.

The other objective is to refine their creative urges by giving them imaginative experience through arts and architecture, sharpening intellectual perception through courses in mathematics, natural sciences, and fulfil their creative urges through courses in languages and social studies.

Throughout the Secondary stage there shall be compulsory courses in the following subjects:

- Quran*: Recitation, memorization and interpretation; *Hadith*: Study of *Hadith* chosen according to the ability and aptitude of students; their relevance to the period of modern intellectual development and social and religious needs.
- Arabic*: Mother tongue; National Language and European Language.
- Mathematics*: I. One of the natural sciences. For the first three years.
- Geography*: To bring to the perspective of the child the geographical and cultural with special reference to the Muslim world.
- History and Civics*: History of Islam and of the Muslim world with special emphasis on their contribution to their civilization and culture.

In the last three years of the Secondary stage, besides the compulsory courses mentioned above, students may be allowed to take in optional courses from among Group I (Perennial Knowledge) or from any one of the branches from Group II or a mixed course, one from each group.

UNIVERSITY

Curricula at the tertiary stage must be of the *foundational* type (Primary/Secondary) with the following goals:

- To include a deeper understanding of Islam and the Muslim Society in order to enable students to be prepared to serve the cause of Islam throughout their lives.
- To impart specialized knowledge in any of the branches of Group I or Group II, to be chosen by the students after consultation with director of studies.
- To ensure a balanced growth of the students' personality through common courses in Islamic studies, Arabic, English, and other languages, and through common courses in general Islamic education compulsory for all students of the university level. General Islamic education courses should consist of the following:

- Two courses from Group I of which one shall be Arabic language and the other shall be Islamic Culture and Civilization or History of Islamic Thought and Ideas.
- Two courses from Group II of which one shall be Islamic Philosophy of Science, Learning, and the other shall be Islamic Arts and Architecture or one of the following taught from the Islamic point of view: History, Economics, Sociology.

Islamic thought... neglects to publish itself in print.

Stream of ideas flows into social sciences

Universal as well as felicitous... Ismail Razi al Faruqi looks at the many new, but as yet unwritten, ideas in Islamic societies.

In the age of printing, new thought tends to come in books, and new thinkers tend to be associated with colleges where "new thought" is synonymous with "new publications".

New Islamic social thought is an exception to this rule. In the last two decades a whole stream of new ideas, in every branch of social sciences, has been flowing in the Muslim world with little or no printing to carry it. Academic publication is not yet a priority in most Muslim universities (leave for research, publication subsidies and distribution agencies are by and large still nonexistent) and the nature of Islamic thought, is so intimately connected with practice, learning and being formed by it, that it shuns to state itself in speculative theory and neglects to publish itself in print.

The task of documenting an article such as this is therefore extremely difficult, although not entirely impossible if one takes the pains to survey the taped proceedings of the numerous conferences where the new thought is born or reported.

Other major sources are the *muslim* meeting, an institutionalized gathering of Islamic youths, students, teachers and community workers, and the *shura* meeting, the consultative assemblies of the leaders of the Islamic movement. Some conferences have published their proceedings and these are listed below.

The western division of the sciences of man into "humanities" and "social sciences" is repugnant to the Islamic thinker because it implies different methodologies and claims different levels of validity, objectivity and truthfulness. The unity of truth, Islam holds, is a face of the unity of God, whom the Quran calls "The Truth". Although division of the basis of subject matter is welcome.

In addition, the "humanities" are less social than the "social sciences". The *umma* (Society of Islam) hardly ever leaves religion,

law, philosophy, literature and poetry, the five arts, and the disciplines of language for the subjective disposal of the individual.

Unlike the West, wars have been fought by Muslims because of poems and "the word" has always carried among Muslim masses ideological powers unknown in the West except among historians of theology.

The West's fascination with the sciences of nature has led to the exclusion of *a priori* data from social science because they are not given to sense, and cannot be easily quantified.

To the Islamic mind, this is a truncation of reality. Just as man's perception of reality is never free of subjective values, social data may not be investigated in isolation from the norms they confirm or fail to confirm.

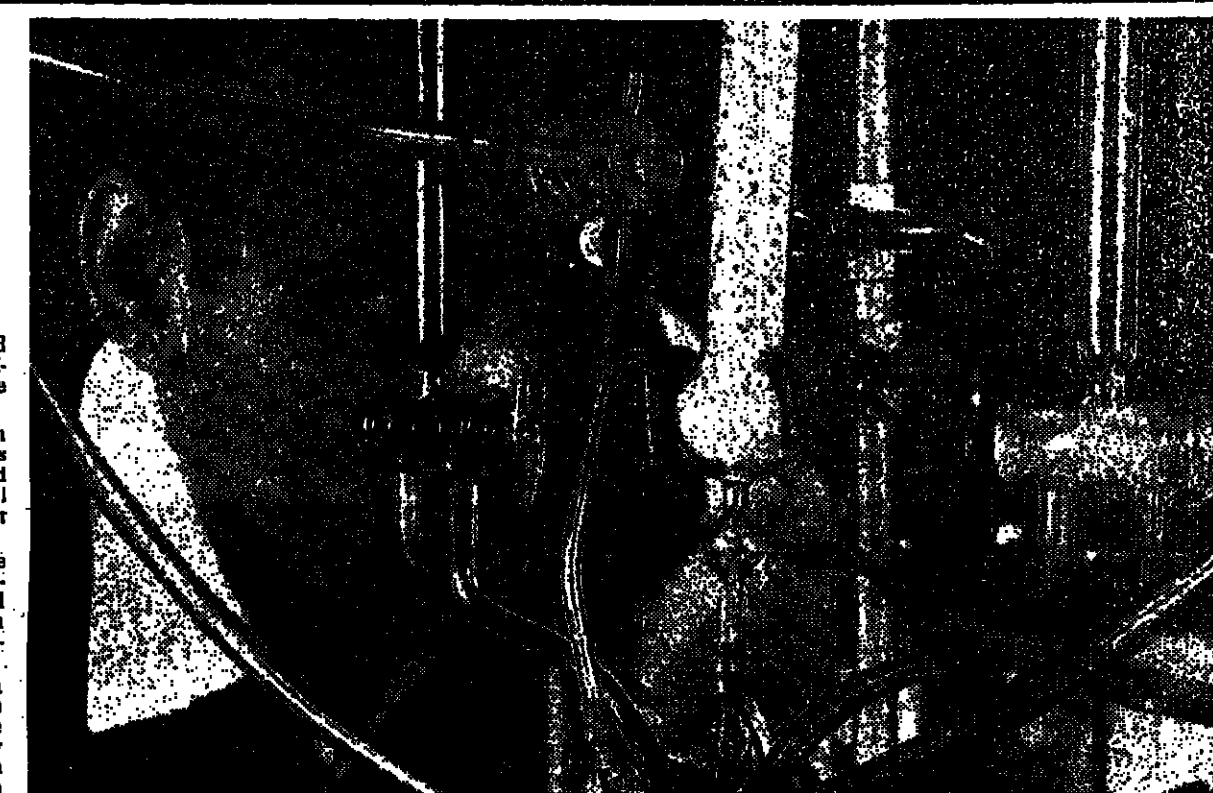
On the other hand, the study of norms and values in religion, law, the fine arts, literature and language is capable of the same objectivity as study of the sciences of nature. Provided scepticism is not the point of departure, error indeterminacy and probability are evenly distributed, and their removal equally possible, in all disciplines. After all, even in mathematics, the universality of perception and knowledge rarely holds true of elementary claims and propositions.

In the West, the social sciences have kept themselves aloof from the decision-making processes of social engineering, declaring themselves an intellectual enterprise rather than an ethical enterprise. In reality, they have influenced the course of events. By presenting their findings as that which is done by a number of people without judging or evaluating them, they invited the audience to accept the empirical "given" as new social norms.

Already impressed by the notions of "progress" and "change" as ideals of social life, Western societies overhastily confused the desirable with the desired. Anti-traditionalism became a fad, and then a law, with little or no consideration of the value of the object to be changed, or that of what it is to be changed into.

Contemporary Western sociology has been decoupled with three models of social analysis: the structural or functional model associated with Talcott Parsons; the self-interactionist model associated with George Mead and John Cooley; and the class conflict model associated with Karl Marx.

The first proved itself to be the advocate of the status quo as a fine balance between society's institutions or organs; the second simply relocated social movement, recognizing it mainly in the individual's



All knowledge is one. The Western divisions of the sciences is "repugnant to the Islamic thinkers".

interaction and subjecting it to the image interaction created in the self of the subject; the third was the advocate of class conflict as sole dialectical movement for social progress.

In the first and second, momentous social change took place under an apparently placid surface where social engineering is taboo. In the third, the calm is lost to violence but the engineering is doctrinaire, based upon a truncated view of the social bond as essentially economic and material, and of society as essentially a cooperative of producers and consumers.

In none of these cases are social planning and engineering possible under critical, rational principles that is, in openness to contrary evidence—even to contrary social reorganization—but still under determination of an acknowledged social ideal.

Moreover, the first two models are by nature incapable of universal application, the model being itself the society of the nation-state. The third once laid down a universal claim and later, either denied its world application on principle, or left the direction of human social change to the whims of political events.

In no case was the social model applicable to human society in toto and subject to world programmatic action at the same time as a matter of constitutive principle.

Islamic social theory begins with general principles which the Muslim social scientist derives from the Quran. Though God-given and hence, a priori, these principles are rational and critical. Indeed, man is invited to test them against the social history of mankind and to convince himself of their validity. Since the upshot of truth precludes any contradiction, the examination of evidence, cannot stop without denial of that unity. The net result is an endless empirical openness, and critical reasonableness, or rational direction for the analyst and planner in the study of social change.

The faith of Islam adds to the Muslim's commitment to the implementation of *Qur'anic* principles, not his certainty of their truthfulness, this being a function of the mind of reasonableness, in him as well as in the non-Muslim.

The *Qur'anic* principles are valuable. They constitute the ideal ought-to-be in terms of which criticism of the *status quo* and projection of social future takes place. The constant flux of society, their actualization and validation, they are tolerant, or comprehensive, in so far as they provide direction to every possible phase or aspect of social life, from relations within the family, to community and international affairs, and to world order; to relations with humans as well as with nature, with the past as well as the future.

Moreover, the relationship of *Qur'anic* principles to social reality is not merely that of the ideal to the actual. The ideal, in Islam, is not the last wish of the wishful. It is already translated into preceptive form and thus constitutes the *shari'ah*, "the law", guiding and

directing social behaviour. It comes complete with legal process, courts, sanctions and methodology for self-expansion and renewal.

Parodying the Greek conceptions of political organizations, one can say that Islamic society is a "monarchy" where social system and continuity combine under the law to make society universal as well as felicitous.

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as monographs on the relevance of Islam to economics published by the Institute of Research on Islamic Economics at the same university; the Islamic Council of Europe, London (four books and several monographs, 1975-80); the World Assembly of Muslim Youth, Riyed (two books and numerous pamphlets, 1976-80); the International Islamic Federation of Student Organizations, Kuwait (more than 100 works distributed in more than 30 languages, 1972-1980).

Professor Ismail Razi al Faruqi is professor of Islamic and history of religions, Temple University, Philadelphia.

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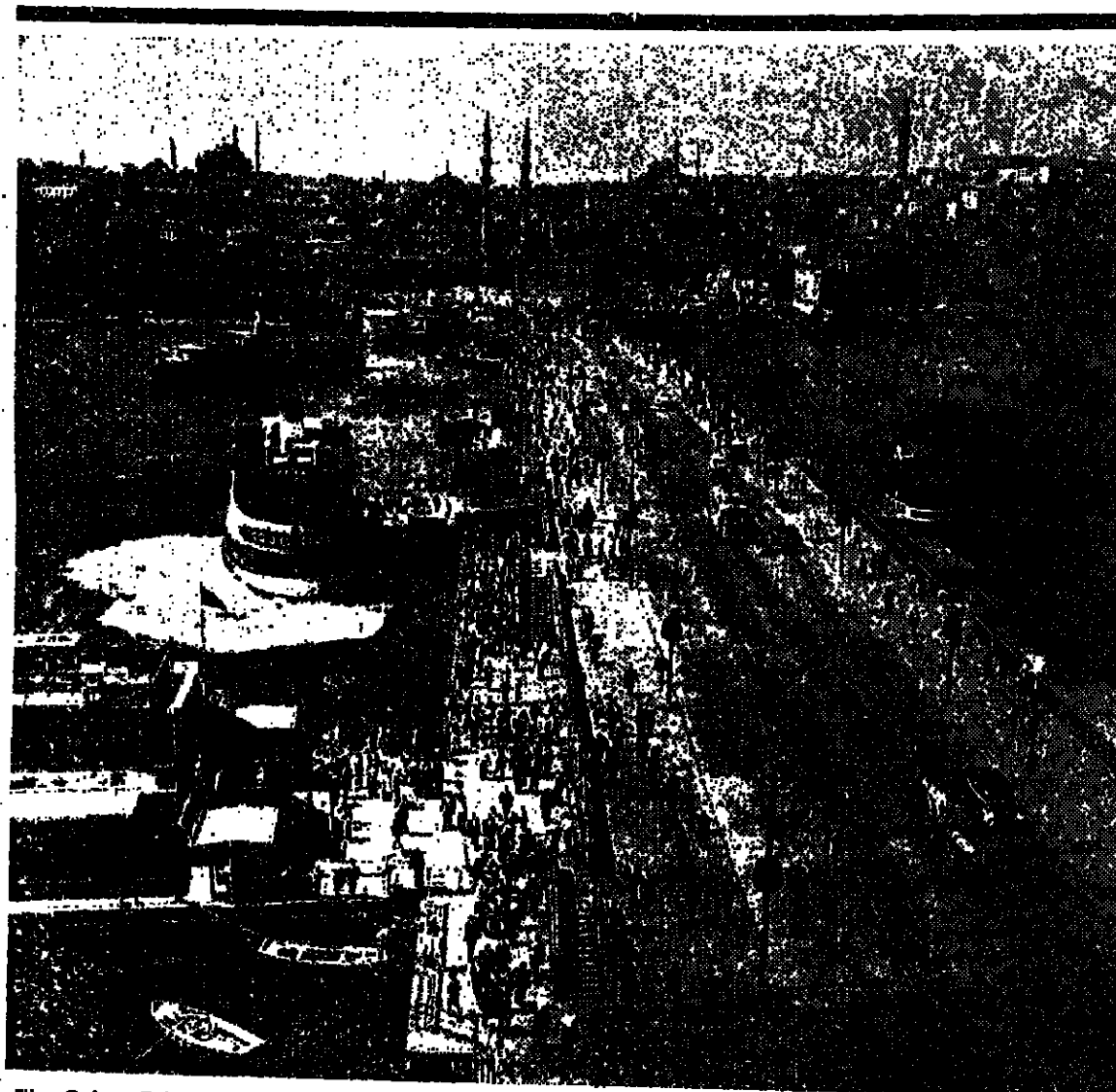
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The Galata Bridge, Istanbul: which road will Turkish education take into the future?

Great strides in quantity, but what about the quality?

Turkey is beset by extremist violence from left and right. Sabahuddin Zaim argues that part of the problem is the moral vacuum resulting from the omission of Islamic values from much of the education system in the drive to extend it as rapidly as possible in the twentieth century.

ISTANBUL Enormous strides have been made in the development of Turkish education in the last few decades, but much work remains to be done. Standards are not as high as they should be, and the omission of Islamic values and traditions from much of the education system has led to a spiritual vacuum for young people which communism and national socialism are trying to fill. The size of the challenge is enormous.

Turkey has a population of 45 million, of which 99 per cent are Muslim, and 24 per cent are of primary school age. These figures show the immense amount of work which has faced the government of the Republic in order to increase the level of education. The emphasis has been on quantitative developments rather than qualitative ones and after half a century of working this policy, the results are on the whole positive.

Sixty-five per cent of the population is now literate, seventy-five per cent of males, 85 per cent in urban areas, but only 25 per cent of females in rural areas. In primary education which lasts for five years from six to 11, the number of schools has increased tenfold from 5,000 to 45,000, enrolments are up from 340,000 to five and a half million, and the number of teachers has grown from 10,000 to 200,000. Ninety per cent of primary age children are enrolled in school.

Fifty-two per cent of primary school graduates go on to a three-

year period of secondary education. Since 1933 secondary school numbers have increased 18 times, enrolments have increased 30-fold and the number of teachers has gone up to 12 times the pre-1933 level.

Under public pressure, enrolments outstripped the available facilities, resulting in overcrowding. Forty-seven per cent of the relevant age-group are enrolled in secondary schools.

The third step is a three-year period of higher secondary education. Again, since 1933, these schools have increased 14-fold, enrolments 50-fold and numbers of teachers 14-fold. Overcrowding is even more serious here. This academic year it is estimated that last year's figures will be doubled, involving 49 per cent of the relevant age group.

Higher education consists of universities, academies and colleges of education. Universities and academies are academically independent, although supported by the state. At this level the number of educational units is 14 times the pre-1933 figure, 27, and enrolments leaped ahead 65 times

while staff figures lagged behind at only 27 times the original figure. The enrolment ratio is about 10 per cent of the relevant age-group.

During the first two and a half decades of the Republic, the Turkish educational system was based on a modern, secular basis. After the Second World War, improving socio-economic relations with western democracies and the initiation of a multi-party system also influenced the educational structure. Religious education in schools began a gradual revival, initially at the primary level and reaching the secondary level by 1956 and the high schools by 1967, on a voluntary, extra-curricular basis.

As a second step, new courses in Islamic ethics were started by 1974 for elementary to high school level. Now the Government has announced a plan to introduce Qur'anic courses into elementary schools by the next school year.

Since 1978, new Islamic courses have been introduced into university curricula and the library of Turkish Islamic civilization, human relations and Islamic ethics are taught in some engineering academies. In 1979 Arabic was accepted as an optional foreign language at the Middle East Technical University in Ankara and in some other universities. Improving economic relations with Middle East countries played a role in these developments.

The old madrasah system lasted in Turkey until 1930. Madrasahs were established by the Selchukids and continued throughout the Ottoman era until the end of the nineteenth century, but all such religious educational institutions were closed in the first decade of the Republic period, to be replaced by new establishments, the Imam-Hatib schools; these began in 1924, but by 1927 only two remained, and in 1930 these were closed.

The first distinct faculty of theology dates back to 1900, developed under various forms, side by side with the madrasahs, was later abolished in 1919, then reopened in 1924, but disappeared in the course of the two decades following the founding of the Republic. The closing of the religious educational institutions opened the way to some ignorance in religious

training in Turkey between 1924 and 1949 and at the end of this period there was an acute shortage of competent religious functionaries and teachers of religion.

So in the early 1950s, special Imam-Hatib schools were founded once more, for the education of future preachers and teachers. These schools were not permitted to function independently, except for voluntary financial support from the public.

In these schools, which consist of four years at the secondary and three years at the higher level, Islamic subjects such as Qur'an and its interpretation, Hadith, Islamic law, theology, philosophy, Arabic and Persian, make up more than 40 per cent of the curriculum, the rest consists of the physical sciences. Graduates of these schools can enrol in any faculty at the university level, although before 1975 direct admission was not possible.

Numbers of these schools increased rapidly, reaching 72 in 20 years, then doubled in each of the next five years. By 1978 there were 437. Enrolments were 37,000 in 1968 and had quadrupled by 1980.

Islamic studies at a university level restarted in 1949 after a hiatus of 20 years, first at the faculty of theology in Ankara in 1949, then at the Islamic Research Institute at the University of Istanbul in 1954 and the Faculty of Islamic Sciences of the Atatürk University in Erzurum.

In addition to the universities, which are independently governed, the Government established in 1960 a new kind of "High Institute of Islamism" at the same educational level, but under government control, to provide further education for graduates of Imam-Hatib schools. There are now seven such schools, and graduates can become teachers of religious and Islamic ethics in standard secondary and high schools, or may be appointed as muftis, preachers or imams in the mosques.

After 1949, permission was given to establish private Qur'anic seminaries to teach children the Qur'an by heart. They filled a huge vacuum and flourished rapidly. Numbers reached nearly 50,000 in 20 years. After the spreading of the Imam-Hatib schools, they are still continuing to function, under very tenuous supervision of the Ministry of Education.

In the cultural field, Islamic functions, instruction and missionary activities have been disseminated, especially since the 1960s, through the radio, television, cinema and theatre, and by newspapers, periodicals and by a large amount of Islamic publications distributed by specialized Islamic publishers.

Approximately 5,000 books on Islamic subjects have been published during the past 50 years, seven per cent relating solely to Islamic economics, written or translated by Turkish authors.

Three-quarters of Islamic publications are a product of the period since 1960. After 1970 the Govern-

ment set up a committee on One Thousand Basic Books to select the chief masterpieces of Turkish Islamic literature for cheap publication and countrywide distribution, thus providing main cultural sources for the new generation.

In the Islamic research field the Ottoman archives in Istanbul are a very rich source of information covering most of the Islamic world during the Ottoman era, from Morocco to Iraq, Saudi Arabia to the Balkans. They are social, economic and legal documents related to daily life and there are about a hundred million of them of which only ten million are classified, the remaining 90 million are kept in their original packages awaiting attention of scholars of Islamic civilization.

At the beginning of Republic, the aim of education was stated to be "to educate the Turkish youth to be nationalist, democratic, realist and secularist". In 1973, secular values were included, and aim of education became "to educate the whole nation as to the national, moral, humane, spiritual and cultural values of the Turkish nation".

According to this National Education Act, there is to be only a standard curriculum for basic education, including private schools, fixed by the Ministry. To avoid inequality in the curriculum, Imam-Hatib Schools are classified as vocational education.

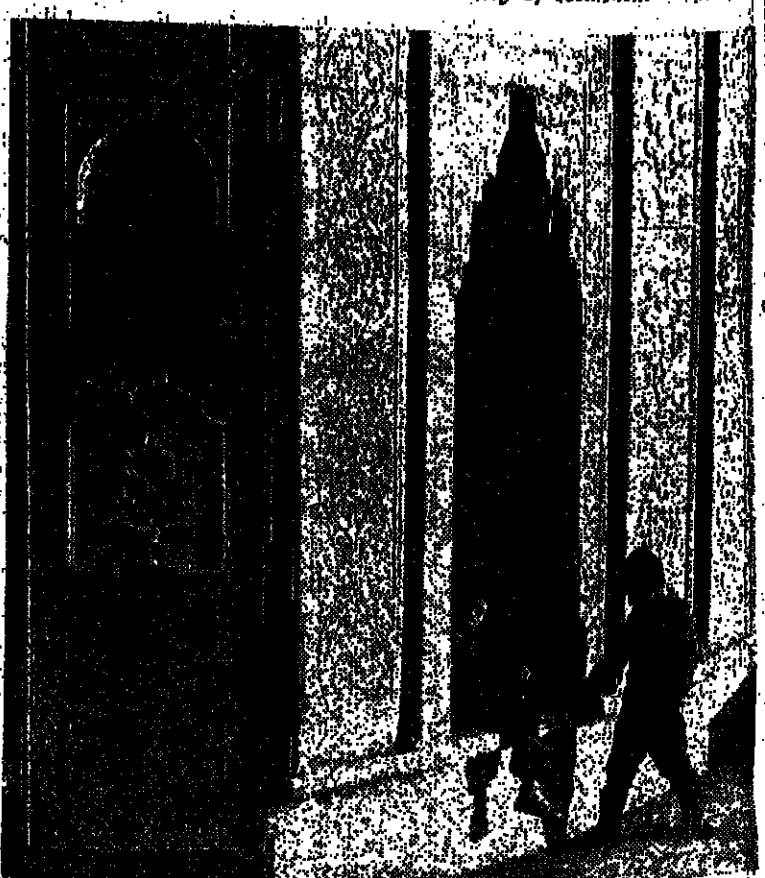
In Turkey there exists an educational system which is supposed to be unified, but is in practice, multi-faceted. The natural sciences are included in the curriculum of the traditional Islamic education on the one hand, while Islamic courses are on the increase in modern education in primary up to university level. It has been a natural development.

As can be seen, there has been rapid and positive improvement in the educational structure of Turkey from a quantitative point of view. But, when the content and quality of Turkish education is analysed, the results are not so favourable.

There are two main problems. The standard of graduates has been deteriorating due to rapid expansion and inadequate facilities. The educational model is still failing to grow in Turkish society according to its own characteristic prototype.

The failure of the western educational system to instill moral values in the new generations has led to a spiritual vacuum (Islamic value traditions had already been omitted) and the challenge of western ideologies such as communism or national socialism to fill this vacuum, fomenting anarchy in schools. Students are often confused by contradictory values received from their families, schools and the media and lack faith in authority.

Dr Sabahuddin Zaim is professor of social policy, faculty of economics, University of Istanbul.



Growing up in Istanbul—in a spiritual vacuum?

Ziauddin Sardar on recent growth in scientific and technical education

Old and new must work together to get cultural context right

The past few years have seen a tremendous boost in scientific and technical education in the Muslim world. New technical colleges and universities, particularly in the Middle East, have emerged almost overnight and the enrolment of science and engineering students has increased rapidly.

This development has created many problems in educational planning and curriculum development, and also highlighted problems inherited from the colonial days. Science and engineering education in the Muslim world started in technical colleges founded by the colonial powers. The oldest of these is the School of Engineering of the Université Saint-Joseph of Beirut, established in 1913 by French Jesuits.

It was followed in 1925 by the School of Engineering of Maison Carré (now Al-Harrach) near Algiers which, after the independence of Algeria, became l'Ecole Nationale Polytechnique. Both schools are fully functional today.

These colleges were followed by a host of others many of which, like the University of Punjab, the University of Malaya and the University of Damascus, have now become fully fledged universities. These universities, deeply influenced by the colonial mentality, tend to exemplify middle-class European culture and propagate the norms and values that go with it. As such they tend to be resistant to change and to perpetuate a system of values that has its origins in the colonial history.

The cultural gap between home

backgrounds and the universities generates a great deal of insecurity in students and tends to emphasize the material aspects of education at all levels.

The new universities, on the whole, are free from this colonial link. They have emerged at a time of growing consciousness in Muslim societies of their traditional heritage and distinct cultural identity. What makes the new universities, such as the Quaid-e-Azam University in Islamabad, King Abdul Aziz University of Jeddah, the University of Kuwait, the National University of Malaysia, and Centre Universitaire at Oran and Constantine in Algeria, radically different from the universities inherited from the colonial period, is not just their vitality, freshness and strong bias towards science and technology, but also their firm commitment to the need to set scientific and technical education within the cultural and intellectual heritage of Islam.

Along with the faculties of science, engineering and medicine, many new universities have strong departments of Islamic studies.

The attempt by the new universities to give Islamic orientation to scientific and technical education has created local consciousness in these institutions of learning and research, and last reforms are starting to be made in some countries to tailor technical education to pressing local needs. A certain amount of confidence has been generated in local research and efforts have started to develop links between universities and both industry and society at large.



Veterinary students at work: should they study in Arabic?

A further outcome of this attempt is the current intense discussion on the methods of tackling the problems faced in "Islamizing" scientific and technical education.

The hitherto dominant view that the Muslim lag in science and technology is so tremendous that it is pointless and even harmful to try and develop Arabic as a means of teaching science and engineering is now being challenged strongly.

Proponents of this view argue that there is no modern science and technology literature in Arabic and since Muslim scientists and engineers should know foreign languages, they might at least be educated in these languages. French in North Africa (except Libya) and English in the rest of the Muslim world.

The argument now gaining ground is that it is not possible for the Muslim world to develop, and for science and technology to take root in Muslim societies, without

making Arabic the language of science and technology. True development can be achieved only within a distinctive cultural heritage. If Arabic has been lacking in technical terminology and literature, it is more because of backwardness and lethargy among Muslims than because of any inherent weakness in the Arabic language.

Consequently, there have been many attempts at the "Arabization" of technical and scientific education. Technical courses are now beginning to be taught completely in Arabic in Syria, Iraq and Algeria and to a lesser extent in Egypt.

The University of Damascus has been teaching medicine in Arabic for over 50 years. Its experience is being utilized in Algeria, Saudi Arabia and Kuwait.

The Arab League Educational, Cultural and Scientific Organization, which has its headquarters in Tunis,

is coordinating "Arabization" programmes at various Middle East universities and has produced a number of technical dictionaries and efforts are also being made to publish original scientific works and research in Arabic.

Clearly the new universities have broken fresh ground in developing appropriate technical education for Muslim societies. However, many of the more radical ideas initiated and generated by the younger institutions have not permeated universities established during the colonial era. Progress in "Islamizing" technical education would be more rapid if the old and the new universities could find ways of working together.

Meanwhile the new universities continue to flourish. The University of the Gulf, for example in Abu Dhabi, is now being built and should be functioning in the not too distant future.

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Head Teachers

Torquay, Audley Park School

Barton Road (Roll: 1.560)

Head (Group 12)

Required 1st January, 1981, in this mixed, Secondary School. Further details and application forms available from Area Education Officer, Oldway, Paignton, Closing date 19th September, 1980.

Compton C.E. Primary School

Higher Compton Road, Plymouth PL3 5J (Roll: 360)

Head (Group 6)

For January. Applications invited from suitably qualified and experienced teachers who should be communicant members of the Church of England. Application forms and further details from Area Education Officer, Civic Centre, Plymouth. Closing date 19th September, 1980.

Northam—St. Margaret's C. of E. (Aided) Junior School

(Roll: 230)

Head (Group 5)

Required January or April, 1981, for this Junior School, situated in the town of Northam approximately two miles north of Bideford. A committed communicant member of the Church of England is essential. Application forms and further details from: The Correspondent to the Governors, J. D. Pollock, Esq., Bankside, Lakenham Hill, Northam, Bideford, North Devon, returnable by 19th September, 1980.

Exeter Walter Daw First School

Woodwater Lane, Exeter (Roll: 175)

Head (Group 4)

Required January, 1981, for this attractive open-plan school which caters for 5-8 year olds. Application forms and further details (s.a.s., please) from Area Education Officer, Morwenston, 7, Barnfield Crescent, Exeter. Closing date 19th September, 1980.

East Budleigh Drakes (Aided) Primary School

East Budleigh, Budleigh Salterton EX9 7DD (Roll: 29)

Head (Group 2) Re-advertisement

Required January, 1981. Practising communicant member of the Church of England preferred. Application forms and further particulars (s.a.s., please) from Reverend D. O. Markham, The Vicarage, East Budleigh, Budleigh Salterton EX9 7EF. Closing date 23rd September, 1980.

Cheriton Fitzpaine County Primary School

Cheriton Fitzpaine, Crediton EX17 4JD (Roll: 67)

Head (Group 2) Re-advertisement

Required January, 1981, for this village school. Application forms and further details from Area Education Officer, Morwenston, 7, Barnfield Crescent, Exeter. Closing date 23rd September, 1980.

Membury County Primary School

Membury, Axminster, EX13 7AF (Roll: 28)

Head (Group 1) Re-advertisement

Required January, 1981. Previous applicants will be re-considered. Application forms and further details (s.a.s., please) from Area Education Officer, Morwenston, 7, Barnfield Crescent, Exeter. Closing date 19th September, 1980.

Halberton First (5-9 years) School

Halberton, Tiverton, EX18 7AT (Roll: 46)

Head (Group 1)

Required January, 1981, for this small rural village school. Application forms and further details from Area Education Officer, Morwenston, 7, Barnfield Crescent, Exeter. Closing date 19th September, 1980.

Deputy Head Teachers

Exeter St. Thomas (12-16 Years) Comprehensive High School

Halbergh Road, Exeter, EX2 8JU (Roll: 1,102)

First Deputy Head (Group 11)

Required January, 1981, to take the planning, execution and evaluation of the curriculum, to promote staff development and to manage the school's teaching and learning resources whilst acting as part of a senior management team which exercises corporate responsibility. It is hoped that the successful applicant will be able to furnish evidence of successful curriculum theory at a high level and of successful practice. Closing date 19th September, 1980.

Victoria Road Junior School

Trelawny Avenue, St. Budeaux, Plymouth, PL5 1RH (Roll: 402)

Deputy Head (Group 8)

For January. Applicants should be experienced teachers of good organising ability and capable of taking a leadership in the overall life of the school. Closing date 19th September, 1980.

Pomphlett Primary School

Howard Road, Plymstock, Plymouth, PL9 7ES (Roll: 260)

Deputy Head (Group 5)

For January. Applications invited from suitably qualified and experienced teachers. Closing date 19th September, 1980.

Hose Infants School

Hose Road, Plymstock, Plymouth, PL9 9RG (Roll: 130)

Deputy Head (Group 4)

Required January, 1981. Closing date 19th September, 1980.

Torquay, St. Margaret's County Primary

Barewell Road, Torquay (Roll: 309)

Deputy Head (Group 5)

Required January, 1981. Closing date 19th September, 1980.

Hemyock County Primary School

Hemyock, Culmpton, EX15 3QW (Roll: 182)

Deputy Head (Group 4)

Required January, 1981. Ability to take Music throughout the school an advantage. Closing date 19th September, 1980.

Scale 4 Posts

Exeter Bishop Blackall (12-18) Comprehensive Girls High School

Pennsylvania Road, Exeter (Roll: 640)

Head of English Scale 4 (Re-advertisement)

Required January, 1981. Language and Literature taught throughout the school, G.C.E. and Mode 3 G.C.E. Language well established. Split site school. Closing date 19th September, 1980.

Scale 3 Posts

Sicklepath County Primary School

Woodville Estate, Barnstaple, EX31 2HH (Roll: 450)

Scale 3

Required January, 1981, for Upper Juniors. Responsibility for Maths development throughout the junior department; ability to develop Health guidelines; experience of organising visits to Residential Centres. An interest in boys' games, swimming and gymnastics could be an advantage. Closing date 19th September, 1980.

Brixham County Secondary

Higher Ranscombe Road, Brixham (Roll: 690)

Scale 3—Head of History

Required January, 1981. Closing date 19th September, 1980.

Crediton Queen Elizabeth's (11-18) Comprehensive School

Crediton, Devon (Roll: 1,700)

Scale 3—Mathematics

Required January, 1981, a graduate to be Second in Maths department. Main responsibility for Lower School, (11-14) but teaching includes full age and ability range up to C.S.E. 'O' and 'A' level. Closing date 19th September, 1980.

Scale 2 Posts

Exeter Beacon Heath (5-8 Years) First School

Summer Lane, Whipton, Exeter (Roll: 273)

Scale 2

Required January, 1981, with special interest in art/craft/needlework display. Closing date 19th September, 1980.

Feniton C. of E. (Aided) Primary School

Feniton, Honiton, EX14 0EA (Roll: 269)

SCALE 2

Required January, 1981, for Juniors with ability and interest in Boys' Games, Athletics, P.E. Science and Mathematics. Ability to help with Music an advantage. Closing date 19th September, 1980.

South Molton School and Community College

Old Alwear Road, South Molton, EX38 4LA (Roll: 601)

Scale 2—Head of Physics (Re-advertisement)

Required January, 1981, an experienced graduate to teach across ability and age (11-16) range. Previous applicants will be re-considered. Closing date 19th September, 1980.

Torquay, St. Marychurch C. of E. (A.) Primary

Harlow Road, Torquay (Roll: 224)

Scale 2

Required January, 1981, to be responsible for Infant Department. Communicant member of the Church of England preferred. Closing date 19th September, 1980.

Pomphlett Primary School

Howard Road, Plymstock, Plymouth, PL9 7ES (Roll: 260)

Scale 2—Science

For January, with responsibility for developing and co-ordinating Science throughout the school with a keen interest in Boys Games and P.E. Closing date 19th September, 1980.

Tavistock Primary School

Plymouth Road, Tavistock, PL19 8BU (Roll: 535)

Scale 2—Language Development

Required January, 1981, a Mid Infants teacher with responsibility for early language development. Closing date 19th September, 1980.

Scale 1 Posts

Combe Martin County Primary School

Hangman Path, Combe Martin, EX34 0DF (Roll: 230)

Scale 1

Required January, 1981, with special responsibility for Boys games and residential courses. Closing date 19th September, 1980.

Pilton School and Community College

Cheddiford Lane, Barnstaple, EX31 1RB (Roll: 1,207)

Scale 1 or 2—Chemistry

Required January, 1981, for this 11-16 Mixed Comprehensive school to teach CHEMISTRY up to 'O' level. Scale 2 post available for suitably qualified and experienced candidate. Closing date 19th September, 1980.

South Molton School and Community College

Old Alwear Road, South Molton, EX38 4LA (Roll: 601)

Scale 1—English/Religious Education (Re-advertisement)

Required January, 1981, to teach the subjects across the age (11-18) and ability range. Previous applicants will be re-considered. Closing date 19th September, 1980.

Exeter St. Thomas (12-16 Years) Comprehensive High School

Halbergh Road, Exeter, EX2 8JU (Roll: 1,102)

Scale 1 or 2—Physical Education

Required January, 1981, to teach in the Physical Education programme throughout the school but specially in connection with girls activities. Scale 2 post for responsibility for overseeing girls activities available for suitable applicant. Closing date 19th September, 1980.

Darlington C. of E. (C.) Primary

Shinners Bridge, Darlington, Tees (Roll: 220)

Scale 1

Required January, 1981, to be responsible for an Upper Junior Class. Ability to take Girls Games and/or teach Craft an advantage. Closing date 19th September, 1980.

Paignton, Foxhole County Infants' School

Farncombe Road, Paignton (Roll: 128)

Scale 1

Required January, 1981, for Middle/Top Infants class. Closing date 19th September, 1980.

Torquay, Barton County Infants' School

Barton Hill Road, Torquay (Roll: 128)

Scale 1

Required January, 1981, Closing date 19th September, 1980.

Ashburton School

Required January, 1981. Closing date 19th September, 1980.

Scale 1—History

A graduate required January, 1981, to teach HISTORY throughout this Group 10, mixed 11-16 rural comprehensive. Closing date 19th September, 1980.

Telgar School

Ley Lane, Kingsclinton, Newton Abbot (Roll: 680)

Scale 1—Home Economics

Required January, 1981, to teach HOME ECONOMICS in this Group 10, mixed 11-16 Comprehensive for exam level and junior needlework. Closing date 19th September, 1980.

PRIMARY

Scale 2 Posts

continued

WOLVERHAMPTON

BOROUGH COUNCIL

WOLVERHAMPTON JUNIOR SCHOOL

Scale 2—General Subjects

Required January, 1981, for a graduate to be responsible for the school's curriculum throughout the school. Closing date 19th September, 1980.

WOLVERHAMPTON JUNIOR SCHOOL

Scale 2—General Subjects

Required January, 1981, for a graduate to be responsible for the school's curriculum throughout the school. Closing date 19th September, 1980.

Remedial Posts

ESSEX

SPRING FLOWER HAWLOW AREA

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Required January, 1981, for a graduate to be responsible for the school's curriculum throughout the school. Closing date 19th September, 1980.

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COUNCIL OF EDUCATION

EASTERN AREA

SENIOR ADVISORY TEACHER

Required January, 1981, for a graduate to be responsible for the school's curriculum throughout the school. Closing date 19th September, 1980.

WIRRAL

(Metropolitan Borough of)

PRIMARY SCHOOLS

REMEDIAL SERVICE

Required January, 1981, for a graduate to be responsible for the school's curriculum throughout the school. Closing date 19th September, 1980.

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BOROUGH COUNCIL

WOLVERHAMPTON JUNIOR SCHOOL

Scale 2—General Subjects

Required January, 1981, for a graduate to be responsible for the school's curriculum throughout the school. Closing date 19th September, 1980.

WOLVERHAMPTON JUNIOR SCHOOL

Scale 2—General Subjects

Required January, 1981, for a graduate to be responsible for the school's curriculum throughout the school. Closing date 19th September, 1980.

BUCKINGHAMSHIRE

WYCOMBE DIVISION

WYCOMBE JUNIOR SCHOOL

Scale 2—General Subjects

Required January, 1981, for a graduate to be responsible for the school's curriculum throughout the school. Closing date 19th September, 1980.

BUCKINGHAMSHIRE

WYCOMBE DIVISION

WYCOMBE JUNIOR SCHOOL

Scale 2—General Subjects

Required January, 1981, for a graduate to be responsible for the school's curriculum throughout the school. Closing date 19th September, 1980.

Torquay Boys' Grammar School

Barton Road, Torquay (Roll: 774)

Scale 1 (Two Posts)

Required January, 1981, for a graduate to be responsible for the school's curriculum throughout the school. Closing date 19th September, 1980.

Torquay, Wealds School

Warbo Road (Roll: 1,264)

Scale 1—Mathematics

Required January, 1981, at this Bilateral (Grammar/Modern) School with a Sixth Form of 120. An interest in Computer Science an advantage. Closing date 19th September, 1980.

Feniton C. of E. (Aided) Primary School

Feniton, Honiton, EX14 0EA (Roll: 269)

Scale 1 (Two Posts)

Required January, 1981, for a graduate to be responsible for the school's curriculum throughout the school. Closing date 19th September, 1980.

Exeter Beacon Heath (5-8 Years) First School

Summer Lane, Whipton, Exeter (Roll: 273)

Scale 1—General Subjects

Required January, 1981. Closing date 19th September, 1980.

Exeter, Alphington Combined School

Church Road, Alphington, Exeter (Roll: 278)

Scale 1

Required January, 1981, for General class teaching to 3rd Year Middle Class. Interest in Games desirable. Experience of co-operative/team teaching essential. Closing date 19th September, 1980.

Exeter, Alphington Combined School

Church Road, Alphington, Exeter (Roll: 278)

Scale 1

Required January, 1981, for General class teaching to 3rd Year Middle Class. Interest in Games desirable. Experience of co-operative/team teaching essential. Closing date 19th September, 1980.

Exeter, Alphington Combined School

Church Road, Alphington, Exeter (Roll: 278)

Scale 1

Required January, 1981, for General class teaching to 3rd Year Middle Class. Interest in Games desirable. Experience of co-operative/team teaching essential. Closing date 19th September, 1980.

Exeter, Alphington Combined School

Church Road, Alphington, Exeter (Roll: 278)

Scale 1

Required January, 1981, for General class teaching to 3rd Year Middle Class. Interest in Games desirable. Experience of co-operative/team teaching essential. Closing date 19th September, 1980.

Exeter, Alphington Combined School

HEADSHIP

Thurrock Area

St. Cedd's R.C. School for Boys aged 11-16 years (Roll 400) Group 7 for January 1981.

Applications are invited from practising Roman Catholics for the Headship of this pleasantly situated school. Educational priority and fringe area allowances payable.

Application forms and further particulars (forescap S.A.E. required) from the Area Education Officer, Rectory Road, Grays, Essex, returnable by 26th September, 1980.



EDUCATION DEPARTMENT

WINTERS SCHOOL FOR GIRLS

UNDER STREET, MAIDSTONE

(Group 9)

Applications are invited for the post of

HEAD TEACHER

of this High School from the beginning of the Spring Term, 1981. Under the Authority's Thames-side Scheme, the school has a comprehensive intake in the first two years. At the age of 13 pupils either transfer to Upper Schools to follow courses leading to G.C.E. 'A' level or remain at Winters School where they may prepare for G.C.E. 'O' level and C.S.E. Roll 640 (11-16 years) including 20 in the sixth form. Forms of application and further particulars may be obtained (forescap s.a.e., please) from the Divisional Education Officer, Ashtley House, Hastings Road, Maidstone, to whom applications should be returned by 22nd September.



Leicestershire

ASHBY DE LA ZOUCH GRAMMAR SCHOOL

(A Leicestershire Plan 14-18

Voluntary Controlled Upper School)

HEADSHIP

GROUP 12 (PLUS BOARDING HOUSE ALLOWANCE)

HEADMASTER/HEADMISTRESS required April, 1981, for this well-established co-educational Upper school (NOR approx 1,200). The post offers excellent opportunities for someone with vision and energy, a concern for the educational needs of the individual student, and appropriate secondary school experience at a senior level. School House available.

Details on request (S.A.E.). Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 17th September, 1980.

Leicestershire

COALVILLE KING EDWARD VII COLLEGE

(A Leicestershire Plan 14-18

Upper School and Community College)

PRINCIPAL

GROUP 12 (plus allowance of £1,558 p.a.)

PRINCIPAL required (January, 1981 appointment) for this well-established Upper School and Community College (N.O.R. approx. 1,200). The post offers excellent opportunities for someone with vision and energy, a concern for the educational needs of the individual student, and of the local community and appropriate secondary school experience at a senior level. Details on request (S.A.E.).

Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 17th September, 1980.

MIDDLE

Deputy Headships

continued

HEREFORD AND WORCESTER COUNTY COUNCIL

MIDDLESEX

HERFORD AND WORCESTER COUNTY COUNCIL. MIDDLESEX. Deputy Headship. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Deputy Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Hereford, by 17th September, 1980.

NORFOLK COUNTY COUNCIL

DEPUTY HEADSHIP

WIMBORNE SCHOOL

WIMBORNE SCHOOL. Deputy Headship. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Deputy Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Norwich, by 17th September, 1980.

WEST SUSSEX COUNTY COUNCIL

DEPUTY HEADSHIP

WIMBORNE SCHOOL

WIMBORNE SCHOOL. Deputy Headship. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Deputy Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Brighton, by 17th September, 1980.

WEST SUSSEX COUNTY COUNCIL

DEPUTY HEADSHIP

WIMBORNE SCHOOL

WIMBORNE SCHOOL. Deputy Headship. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Deputy Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Brighton, by 17th September, 1980.

By Subject Classification

English

Other Posts on Scale 2 and above

Science

Science

Heads of Department

Mathematics

Heads of Department

REDFORDSHIRE SOUTHERN AREA. HEADS OF DEPARTMENT. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Head of Department. The successful candidate will be responsible for the day-to-day running of the department and will be expected to contribute to the development of the department. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Redfordshire, by 17th September, 1980.

Modern Languages

Other Posts on Scale 2 and above

NORTH TYNSIDE EDUCATION COMMITTEE

Other Posts on Scale 2 and above

OXFORDSHIRE COUNTY COUNCIL

Other Posts on Scale 2 and above

Physical Education

Other Posts on Scale 2 and above

MERTON

Other Posts on Scale 2 and above

MERTON

Other Posts on Scale 2 and above

MERTON

Other Posts on Scale 2 and above

MERTON

Other Posts on Scale 2 and above

MERTON

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above

REDFORDSHIRE SOUTHERN AREA

REDFORDSHIRE SOUTHERN AREA. Other Posts on Scale 2 and above. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Head of Department. The successful candidate will be responsible for the day-to-day running of the department and will be expected to contribute to the development of the department. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Redfordshire, by 17th September, 1980.

Other Posts on Scale 1 Posts

Worcester

Worcester. Other Posts on Scale 1 Posts. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Head of Department. The successful candidate will be responsible for the day-to-day running of the department and will be expected to contribute to the development of the department. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Worcester, by 17th September, 1980.

Other than by Subject Classification

Other Posts on Scale 2 and above

DORSET

Other Posts on Scale 2 and above

WARWICKSHIRE

Other Posts on Scale 2 and above

WARWICKSHIRE

Other Posts on Scale 2 and above

WARWICKSHIRE

Other Posts on Scale 2 and above

WARWICKSHIRE

Other Posts on Scale 2 and above

WARWICKSHIRE

Other Posts on Scale 2 and above

Secondary Education

Headships

DUDELEY METROPOLITAN BOROUGH. HEADSHIP. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Dudley, by 17th September, 1980.

LINCOLNSHIRE

Headships

LINCOLNSHIRE. Headships. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Lincoln, by 17th September, 1980.

ROCHESTER

Headships

ROCHESTER. Headships. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Rochester, by 17th September, 1980.

WEST SUSSEX

Headships

WEST SUSSEX. Headships. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Brighton, by 17th September, 1980.

BUCKINGHAMSHIRE

Headships

BUCKINGHAMSHIRE. Headships. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Buckingham, by 17th September, 1980.

BUCKINGHAMSHIRE

Headships

Cheshire

EDUCATION COMMITTEE

DANE VALLEY HIGH SCHOOL, CONGLETON.

Head Teacher

(Group 10).

Required for January, 1981. This school was an 11-16 girls Secondary Modern, but took its first mixed comprehensive intake in 1979. The intention is that the school should be one of three five form entry 11-18 mixed comprehensive schools serving the town of Congleton. There are at present 619 pupils on roll. Forms of application and further details may be obtained by sending a forescap stamped addressed envelope to the Director of Education, 5 Park Street, Congleton, Cheshire, CW12 1EL, to whom completed forms should be returned by 24 September, 1980.

Headship

Frederick Gent School, South Normanton

Applications are invited for the Headship of this 11-18 mixed comprehensive school with 870 on roll. The post is vacant from 1 January, 1981, on the retirement of the present Head. Salary: Group 10. Closing Date: 19 September, 1980. Application forms and particulars for the above post (S.A.E. forescap please) from the Director of Education, County Offices, Matlock.

DERBYSHIRE

County Council

Longmeadow School, Longmeadow Crescent B54 7NE

(Tel: 021-747 3519)

Group 9: 4.1 to 5.00 girls aged 11-15. Longmeadow is situated on the eastern edge of the city, and serves an area which is typically a mixed post-war development, with a predominance of municipal housing. In cases where parents have particular difficulties in getting their children to school, the school is able to provide a bus service for their children, pupils do travel from areas outside the immediate neighbourhood.

Required January: DEPUTY HEAD TEACHER. Applications are invited from suitably qualified and experienced teachers. The area of responsibility will include timetabling and co-ordinating with curriculum planning. Further details and application forms obtainable from the Head Teacher, to whom they should be returned not later than Friday, 18 September, 1980.

Princess Hill School, Longmeadow Road B54 8PS. Group 10. Required January: DEPUTY HEAD/DEPUTY DIRECTOR OF CURRICULUM STUDIES for this mixed secondary school with 1,200 on roll. Applications to the Head Teacher. Closing Date: 18.9.80. There is a scheme for assistance with removal expenses. Gravel/masonry facilities may be available in certain cases.

BIRMINGHAM

CITY COUNCIL

Emerson Park School (Roll 1,050 Co-Ed. - Sixth Form 1981), Wynd Elm Road, Wingley Lane, Church, Essex.

SECOND MASTER/MISTRESS

Required January, 1981, for this Group 11-18 form entry comprehensive school. The successful candidate will be expected to play a key role in the leadership of the school, in particular as Head of Pastoral Organisation, to exercise responsibility for girls' welfare and discipline, and to discharge other administrative and co-ordinating functions. The vacancy arises from the retirement of the present postholder. There is a scheme for removal expenses. Details on request. Application forms and further details are available from (S.A.E., please) the Director of Educational Services, Mercury House, Mercury Lane, Romford, Essex. Closing date Friday, 24th September, 1980.

H

Havering

SECONDARY

continued

Deputy Headships Senior Masters/Mistresses

SOUTHSHIRE

SOUTHSHIRE. Deputy Headships Senior Masters/Mistresses. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Deputy Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Southshire, by 17th September, 1980.

DERBYSHIRE

Deputy Headships

DERBYSHIRE. Deputy Headships. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Deputy Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Derbyshire, by 17th September, 1980.

BUCKINGHAMSHIRE

Deputy Headships

BUCKINGHAMSHIRE. Deputy Headships. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Deputy Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Buckinghamshire, by 17th September, 1980.

BUCKINGHAMSHIRE

Deputy Headships

BUCKINGHAMSHIRE. Deputy Headships. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Deputy Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Buckinghamshire, by 17th September, 1980.

CALDERDALE

Deputy Headships

CALDERDALE. Deputy Headships. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Deputy Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Calderdale, by 17th September, 1980.

GLYOUGH

Deputy Headships

GLYOUGH. Deputy Headships. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Deputy Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Ghyough, by 17th September, 1980.

GLYOUGH

Deputy Headships

GLYOUGH. Deputy Headships. For January 1981. An experienced teacher with a minimum of 10 years' experience in the post of Deputy Headship. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school. The post is a full-time position with a salary of £10,000 p.a. plus a house allowance of £1,000 p.a. and a car allowance of £1,000 p.a. The successful candidate will be expected to have a good knowledge of the school system and to be able to work with the Headmaster. Applications should be sent to the Director of Education, County Hall, Ghyough, by 17th September, 1980.

WOLVERHAMPTON BOROUGH COUNCIL

Education Committee

Required for January, 1981, at

Aldersley School

SECOND MASTER/MISTRESS

(Group 9)

A well qualified and widely experienced teacher is required for this important and demanding post in a developing school of 800 pupils which was opened in 1975 in new buildings currently under completion. The challenging role demands high level managerial expertise with special emphasis on pastoral care throughout the school.

Moreton School

DEPUTY HEAD

(Group XI)

(Re-advertisement. Previous applicants will remain under consideration.)

Applications are invited for this senior post in a Comprehensive School for boys and girls aged 11-18. The duties and responsibilities are under review but the previous holder, in addition to advising on girls' welfare, had specific curricular and timetabling commitments. Application forms and further details available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 10 days of this advertisement. (S.A.E., please.)

Ronces Bardeley School for Girls

(Roll 1,180)

Brentwood Road, Romford RM1 2RR

DEPUTY

HEAD TEACHER

Required January, 1981, for this Group

11, 7 form entry comprehensive school for

girls. The school is organised as an Upper

and Lower School on two sites 1 kilometre

apart.

There is a scheme for removal expenses—

details on request.

Application forms and further details are

available from (S.A.E. please) the Director

of Educational Services,

Mercury House, Mercury

Gardens, Romford,

Essex. Closing date Fri-

day 26th September,

1980.

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